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THE CHARACTERISTICS OF INSTRUCTORS IN
MANITOBA VOCATIONAL INSTITUTIONS

by



ROBERT MERRILL SWAYZE

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

FALL, 1969

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF THE HISTORY OF ARTS
AND ARCHITECTURE

THE UNIVERSITY OF CHICAGO PRESS



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50 EAST LAKE STREET, CHICAGO, ILL. 60601
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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "The Characteristics of Instructors in Manitoba Vocational Institutions" submitted by Robert Merrill Swayze in partial fulfilment of the requirements for the degree of Master of Education.

ABSTRACT

The main purpose of this project was to survey the personal characteristics, qualifications, and perceptions of the work situation of full-time instructors employed at the three Manitoba Vocational Institutions.

An examination of the data obtained from inventories returned by 78.8 per cent or 231 of the Manitoba vocational instructors revealed that the majority were married males under forty years of age who had resided in Manitoba prior to their present employment. About two-thirds of the instructors had taught at their present centre for three years or less, and about three-quarters of the respondents taught ten-month courses. The majority of instructors held a journeyman's trade certificate or a bachelor's degree acquired in the Province of Manitoba. About three-quarters of the staff held valid teaching certificates, the largest portion of which were Vocational Industrial certificates attained through studies at the Manitoba Institute of Technology. Degrees in education were held by 6.5 per cent of the staff, but degrees in other fields were held by 40.8 per cent. More than three-quarters of the staff expressed satisfaction with their qualifications, but the majority had taken courses during the past year and planned to enroll in courses during the coming year. Most staff members taught about twenty-five hours of day classes per week and did not teach night classes. The most prevalent class size was sixteen to twenty students. The majority of

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respondents considered this to be an appropriate class size. Most respondents devoted about forty-five hours per week to teaching and related duties. Satisfaction with the teaching and community situation was high, and 89.6 per cent of the respondents indicated that given a second opportunity to choose a career they would again choose teaching in vocational education. The satisfaction obtained from teaching adults was the primary motive for teaching expressed by the largest portion of the instructors. The majority of the respondents indicated that they would not accept a position in business, industry, or a vocational high school in favor of their present position. Most of the respondents planned to remain at their present centre at least for the coming year. The most prevalent gross salary range was \$9,000 to \$10,000 per year, but more than one-third of the staff desired an increase of \$500 or more per year. The majority of staff expressed the opinion that students were the most important judges of the instructor's teaching ability.

ACKNOWLEDGEMENTS

The writer wishes to express his thanks to the members of his thesis committee. A particular thanks is extended to Dr. F. Enns and Dr. E.A. Holdaway for their guidance throughout the development of the study, and to Dr. F.C. Thiemann for his assistance as the thesis neared completion.

Appreciation is expressed to the administrators and staffs of the Manitoba Vocational Institutions who offered the co-operation which made this study possible.

Finally, the writer wishes to express his appreciation to his wife for her encouragement and patience.

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CHAPTER I

INTRODUCTION, METHOD OF STUDY AND COLLECTION OF DATA

I. INTRODUCTION

The Province of Manitoba since 1960 has experienced a rapid growth in vocational education. This has been particularly true of vocational education for adults. In 1963 the Manitoba Institute of Technology opened in Brooklands, a suburb of Winnipeg. In 1966 the Manitoba Vocational Centre, Brandon, and the Northern Manitoba Vocational Centre, The Pas, were opened. During 1966 facilities for training of adults in provincially operated schools were doubled, and expansion at the Manitoba Institute of Technology during 1968 doubled its capacity of 1966. (23:93)

Staff requirements showed similar increases. In 1966 the Manitoba Vocational Centre, Brandon, increased its staff from ten to forty-five instructors. The Technology Division at the Manitoba Institute of Technology increased from forty-five to sixty staff members during the same year, and the new institution in The Pas opened with thirty instructors. (23:94)

Both professional educators and the lay public generally agree that the value of an educational program is largely dependent upon the teaching conducted in the classroom. This point of view places strong emphasis on the identification of qualified and able personnel to staff all educational institutions, for, if competent teachers can be

obtained, the likelihood of attaining the desirable educational outcomes is increased.

Ryans says that:

In spite of the recognition and lip service accorded good teaching, relatively little reliable information is available regarding its nature and the teacher characteristics which contribute to it. . . . It seems probable that, without losing sight of the important need for developing means of recognizing good teachers, the attention of research might first more properly (and more profitably) be directed toward the identification and estimation of some of the major patterns of teacher characteristics underlying teacher behavior. (8:2)

The research directed by Ryans for the American Council of Education suggested that personal and social characteristics of elementary and secondary school teachers were not identical, and that the patterns of characteristics showed variation with the subject taught. (8:3)

These findings, together with the rapid expansion of adult vocational training in Manitoba, suggested a need to study the characteristics of the instructors employed in these vocational institutions. The specific purpose of this project was to gather information on the characteristics of full-time instructors employed at the three provincially operated adult vocational education institutions of Manitoba. No comprehensive description of staff employed in these institutions existed. This consolidation of data on Manitoba instructor characteristics may be of assistance to the employing authorities, the administrators of the vocational institutions, the Manitoba Division of Teacher Training, and those local area school division authorities soon to be faced with the recruitment of staff for the

proposed regional vocational high schools of Manitoba.

II. STATEMENT OF THE PROJECT

The purpose of this project was to survey and analyze the personal characteristics of the full-time instructional staff in the three public vocational education institutions of Manitoba. The following personal characteristics, qualifications and perceptions of the work situations were included:

Personal Characteristics

1. Sex;
2. Age;
3. Marital Status;
4. Geographic location prior to present employment;
and
5. Length of employment at present institution.

Personal Qualifications

1. Academic background;
2. Vocational background;
3. Experience in education; and
4. Experience in business or industry.

Perceptions of the Work Situation

1. Teaching load;
2. Satisfactions with present employment situation;
3. Plans for future employment; and
4. Satisfaction with salary.

III. IMPORTANCE OF THE PROJECT

The compilation of descriptive information on provincially employed vocational teaching staff may have many applications. Some of the more easily recognised uses are suggested below.

This information may assist directors and administrators in working with and understanding the present vocational teaching staff as well as in future recruitment of staff. An indication of the most prevalent staff characteristics may provide assistance in identifying instructors with characteristics similar to those desired by the particular institution and its staff. This knowledge may also aid in the identification of teachers suitable for new positions or promotions within the system.

The present search for useful areas of endeavour for in-service education and professional development of staff in vocational institutions may be facilitated by this study.

The Vocational Teacher Training Division located at the Manitoba Institute of Technology may find that this study will contribute to a better understanding of vocational teacher characteristics, and assist in improving procedures for the selection of candidates and the improvement of curricula within the Division.

Local school division boards may find this study of assistance in the selection and recruitment of staff for the proposed regional vocational high schools to be built

throughout Manitoba during the coming three years. Although this study is restricted to adult vocational centres, all the vocational teacher training in Manitoba is done at the Manitoba Institute of Technology.

The inclusion of inventory items as suggested by the administrators of these institutions may provide information of direct applicability in their roles as administrators.

IV. DEFINITIONS OF TERMS USED

Instructor. Any person employed by the Provincial Department of Education to teach in one of the three provincial vocational training institutions of Manitoba.

Provincial vocational training institution. An educational institution established for the training of adults, administered by the Provincial Vocational Schools Division, Manitoba Department of Education.

Adult. Any person not subject to compulsory public school attendance regulations.

Institutional divisions. These were the following: the Business Education Division, the Commercial Studies Division, the Industrial Division, the Teacher Education Division and the Technology Division. This study used the division structure of the Manitoba Institute of Technology and the Manitoba Institute of Applied Arts, Brooklands campus, with one exception. Because instructors of related subjects frequently teach in more than one of the above divisions, this study also used a Related Subjects Division classification.

V. DELIMITATIONS OF THE PROJECT

This descriptive study of instructor characteristics was limited to a survey of the full-time instructional staff employed by the Vocational Schools Division, Manitoba Department of Education, to instruct at the following provincial vocational training institutions of Manitoba: The Manitoba Vocational Centre, Brandon; The Northern Manitoba Vocational Centre, The Pas; The Manitoba Institute of Technology, Brooklands; and The Manitoba Institute of Applied Arts, Brooklands. Throughout this study the two Brooklands institutions are referred to collectively as the Manitoba Institute of Technology.

Part-time staff were employed to some degree by most of these institutions, but because their involvement was generally limited to night school classes or special summer courses, they were not surveyed in this study. The study was further delimited by its restriction to certain selected characteristics as indicated in the statement of the problem.

VI. THE INSTRUMENT

The inventory, a copy of which appears in Appendix A, was used in the collection of data for this project.

Sources of Inventory items. Items used in the Inventory were formulated on the basis of information deemed important to this field of education as suggested by the related studies and opinions and by the investigator's experience with staff in these institutions. In addition,

prior to preparing the final form of the Inventory, officials from the institutions and the Director of Vocational Schools for Manitoba were asked to suggest items of special interest to their situations as administrators.

Format of the Inventory. To provide for ease of completion and processing, multiple choice items were used on the Inventory. The respondent was not required to place his name on the Inventory, but he was required to identify the institution and the institutional division in which he taught. The Inventory contained three sections to collect data on (1) personal characteristics, (2) qualifications, and (3) the respondent's perceptions of the work situation.

Revision of the Inventory. In addition to suggesting items of special interest, the officials of the institutions and the Director of Vocational Schools for the Province of Manitoba were asked to make suggestions for revision of the items. As a result some changes in wording were made.

Method of administering the Inventory. The inventories were distributed to and returned by the administrators of the institutions during the month of March, 1969.

VII. INVENTORY RETURNS

Table 1 shows the number of teaching staff in each of the centres and the percentage of inventories returned from each.

The Manitoba Institute of Technology returned 71.6

TABLE I
INVENTORY RETURNS OF MANITOBA VOCATIONAL
STAFF BY VOCATIONAL CENTRE

VOCATIONAL CENTRE	INVENTORY RETURNS		% Return
	Possible	Actual	
	f	f	
M.I.T.	218	156	71.6
M.V.C.	47	47	100.0
N.M.V.C.	28	28	100.0
Manitoba total	293	231	78.8

per cent or 156 of the possible 218 inventories distributed to this staff. The Manitoba Vocational Centre returned 100.0 per cent or forty-seven inventories, and the Northern Manitoba Vocational Centre returned 100.0 per cent or twenty-eight inventories. Of the 293 vocational instructors employed in Manitoba's vocational institutions during the month of March, 1969, 231, or approximately 80.0 per cent, participated in this study.

VIII. TREATMENT OF THE DATA

A cross-tabulation computer program was used to compile the surveyed characteristics of the staff in terms of each institution and in terms of the total staff of the Manitoba vocational institutions. Frequency and percentage frequency of responses for each category of each item were determined for each institution and for the province as a whole.

CHAPTER II

RELATED STUDIES AND OPINIONS

This chapter presents a review of the literature on vocational instructor characteristics. The information is divisible into two categories: related studies and related opinions. Many of the opinions were stated in the first half of this century but their value is still recognized today.

A definite need for studies of this type appears to exist. Most of the writings devoted to adult education are concerned with post-secondary institutions of a university, community or junior college nature, rather than with the vocational centres which are the focus of this study.

In contrast to other post-secondary institutions, Canadian vocational centres are administered by the provincial departments of education to offer training in selected trades and technologies. Trade courses, generally of ten months duration, may or may not require high school graduation, but most frequently they require at least one or two years of high school as a pre-requisite. Admission to a technology program, generally of twenty months duration, frequently requires high school graduation or at least satisfactory completion of senior high school courses in mathematics, the sciences and English. Completion of a course at a vocational centre seldom earns any credit toward standing at a Canadian university. These facts suggest that the staff of vocational

training institutions may be a unique group, separate from public school educators as well as from other post-secondary educators.

Opinions on Vocational Instructor Characteristics

In his review of related information Walsh refers to a report made by the United States Commission on National Aid to Vocational Education in 1922. This report recommended that vocational instructors should have practical experience in the vocational field in which they gave instruction and training in teaching. It concluded that the amount and character of these basic requirements of the instructor must be left to the discretion of the certifying body because:

The development of vocational education, particularly in trades and industries will require many kinds of teachers to give education in the many kinds of trades and industries to be taught. Teachers for these subjects cannot be prepared in a uniform manner. The amount and character of experience and preparation will necessarily vary as do the trades and industries themselves. (29:19)

The two additional criteria of age and supervisory experience on the job were suggested by Allen in his book The Instructor The Man and The Job, 1919. He believed that at least eight years of occupational experience was necessary for vocational instructors, and that part of this should be in a supervisory capacity. He concluded that with these requirements an acceptable age was thirty to forty years, young enough to learn how to teach and yet old enough to have sufficient trade experience and maturity. (1:33)

In 1924, Snedden suggested a six-year training program consisting of four years practical training, a year of

intensive pedagogical studies and a year of internship in successful industrial schools. (11:420)

Jackey and Barlow, in 1944, agreed with the above opinions, but cautioned against neglect of the personal qualities of resourcefulness, patience, thoughtfulness, an ability to create interest and develop positive discipline, and an appreciation of individual differences--personal qualities essentially the same as those required for any public school teacher. (5:4)

More recently Grégoire in his 1967 report to the Organization For Economic Co-operation and Development referred to a CIRF Monograph which stated that the vocational teacher

. . . must establish or maintain a close relationship between the related instruction provided in the classroom and the practical instruction the trainees receive on the job. They must therefore be fully aware of all of the various aspects of work within the trade. . . . A minimum level of training corresponding to that of a technician is becoming a normal requirement. Furthermore, the need for close integration of theoretical and practical instruction carries with it a demand for teachers of theoretical subjects who thoroughly understand the relationship between theory and practice. . . . A disquieting number of vocational schools are operating with teachers whose qualifications do not satisfy the national standards. (4:130)

French, in an address to the Manitoba Directors and Administrators of Technical and Vocational Education in May, 1966, spoke of three required qualifications for instructional staff: academic technical knowledge, industrial experience, and a knowledge of pedagogical principles and skill to apply this knowledge. He proposed that final determination of the degree of sophistication for each of these criteria should be

left to the appointing committee and the head of the institution to which the appointment would be made. This argument is supported by his suggestion that no matter how well-qualified a new instructor may be, the rate of change in the trade and technological occupations will demand refresher courses at least within ten years and quite likely within five years. (16:28)

Tolonen, in 1968, described a program undertaken in Oregon to recruit vocational-technical instructors. The qualifying candidates required at least a high school diploma, three years vocational experience after apprenticeship or university training, and an age within the range of twenty-five to thirty-five years. All candidates were expected to enroll in professional courses in vocational education prior to teaching assignment. (17:25)

Studies on Vocational Instructor Characteristics

A brief report on the stated provincial requirements of technical and vocational instructors in Canada recorded in Technical and Vocational Education in Canada, 1965, indicated a substantial degree of variation among the eight provinces surveyed. Institutions in Canada had two categories of instructors:

One is composed of graduates of engineering colleges and the other of individuals having technician or equivalent status. Usually three to five years of appropriate experience in industry is required of instructors in both categories, but in two provinces the term is upwards of seven to eight years. In all provinces pedagogy courses ranging from two weeks to a year are obligatory, but not prior to initial appointment. . . . In all provinces instructors in adult vocational schools

are required to have journeyman's standing or equivalent, and three to five years' experience. In two provinces only is teacher training a pre-requisite to obtaining a teaching post. However, teachers must undergo teacher training ranging from two weeks to one year. (19:11)

The same article recognized a third category of instructors:

Teachers of mathematics, physics, chemistry, English, etc., [Related Subjects instructors] in institutions of technology must have a university degree with appropriate specialization and hold a teaching certificate. (19:11)

After an intensive study of the coming needs of technical education the Bureau of Educational Research at the University of Illinois, in 1960 projected a ten-year goal for vocational education staff development:

Adequate preparation will demand a minimum of a bachelor's degree in every field and a master's or more in others, or these equivalents, supplemented with one or two years of supervised experience in industry. (12:129)

A survey reported in 1966 by the United States Department of Health, Education and Welfare stated the following characteristics of vocational teachers in the secondary schools of the United States:

. . . 94.4 per cent held a valid teaching certificate. 5.9 per cent held a bachelor's degree. 34.9 per cent held a master's degree. The mean number of years of full-time industrial experience was 5.5 years. Teaching experience showed a mean of 9.5 years. (9:12)

Clark in his study of part-time vocational instructors in Los Angeles, 1958, found that only 27.0 per cent of the instructors had been in service for ten years or more. (3:91) He also says that vocational instructors generally showed a lack of entrance standards and personal contact with other instructors. (3:97)

Kempfer refers to a study by Crawford conducted in California in 1942. This study required administrators to rank attributes of the successful teacher of adult education. The following personal qualities ranked highest: (1) thorough knowledge of subject, (2) attractive personality, (3) adaptability, (4) thorough teaching preparation, (5) sympathy with adult students, (6) practical experience and (7) co-operativeness. (6:320)

A study conducted in 1949 by Wright and Kempfer showed that about one-half of the staffs of adult vocational schools were made up of teachers with experience in public education at an elementary or secondary level, and that three-quarters of the teachers of adults had training as teachers. (6:322) Kempfer also suggested that turnover in adult education staff was very high and that special efforts to retain good instructors were necessary duties of the director. (6:326)

Walsh's national study of the desired competencies of trade and industrial teachers found that in 1958 there was considerable dissatisfaction with the level of preparation of American trade and industrial teachers. Only 40.0 per cent of the administrative staff and teacher educators indicated satisfaction with the level of preparation. (28:240) His study identified 107 competencies of instructors for which a significant level of agreement was found when both successful teachers and state and local administrative staff were asked to evaluate these competencies according to importance. He divided the competencies into seven categories:

(1) Orientation to public education, (2) Inter-personal and group relations, (3) Understanding the student and the learning situation, (4) Developing functional curricula, (5) Selecting, developing and using instructional materials, (6) Teaching methods, and (7) Shop and classroom organization and management. (29:246) Walsh concluded that there was a definite need for a careful review of certification requirements and teacher preparation programs.

Some Canadian Studies

No Canadian studies on vocational education staff were found, but some related studies on public education staff do exist and their findings may be useful as a basis of comparison. The Dominion Bureau of Statistics reported the following characteristics of Canadian public school staff (exclusive of Quebec) in 1964-65:

. . . 28.3 per cent had four or more years of training toward certification. 31.1 per cent held one or more university degrees. 72.0 per cent of the secondary teachers had one or more degrees. The median years of teaching experience was 7.1 years. Women generally held lower levels of certificates than men, but they had a higher median years of experience. (20:14)

A study of the Alberta Teaching Force, September 1964, indicated that:

The typical married female teacher was 43.3 years of age, taught in a centre of population less than 30,000, had 1.8 years of teacher education beyond senior matriculation, did not have a degree, held a Junior E Certificate, had no special certificate, and had 10.9 years of teaching experience. The typical single female teacher was 33.5 years of age, taught in a centre of population 30,000 or over, had 2.7 years of teacher education beyond senior matriculation, did not have a degree, held a Professional Certificate, had no special certificate, and had 8.0 years of teaching experience.

The typical male teacher was married, 34.6 years of age, taught in a centre of population less than 30,000, had 4.3 years of teacher education beyond senior matriculation, had a degree, held a Professional Certificate but no special certificate, and had 7.8 years of teaching experience. (10:2)

The Canadian Teachers' Federation reported in 1962 that:

The typical Canadian teacher spends approximately 25 hours a week on instruction and nine and a half hours a week on preparation. . . . the same hypothetical teacher spends about two hours a week on professional duties, four hours on testing, half-an-hour on extra-curricular activities, two and one-half hours on supervision and an hour on miscellaneous duties. (13:24) The median total workload for an average week was 48.5 hours. (13:25)

A 1964-65 Dominion Bureau of Statistics survey of adult education, concentrating on students and programs, showed that 23.0 per cent of 894 instructors had less than five years experience, and 48.0 per cent had more than eleven years experience. The median salary for instructors was \$6,255. (21:17)

A Dominion Bureau of Statistics survey on vocational training indicated that the national vocational class size average in 1964-65 was nineteen students. (22:56)

Some Points of Discussion

This review of related studies and opinions has revealed some disagreement on the two criteria of (1) age and (2) the amount of occupational experience necessary for a vocational instructor. Stern is particularly concerned with the importance attached by some employing bodies to age as a criterion of experience:

. . . in the light of changing industrial conditions

is it realistic to require such extensive experience in trades that are in the process of changes that may make such backgrounds meaningless? . . . In practice it has meant that such teachers cannot enter the profession until they are in their thirties and at the height of their earning powers as tradesmen. It usually entails considerable financial sacrifice and readjustment. . . . Or, conversely, they will wait until they are in their fifties and then think of teaching because their families are grown and the physical demands of their jobs have begun to take their inevitable toll. (17:44)

Lee complicated the situation when he suggested that the length of occupational experience should be secondary to "quality and breadth" in an occupation and proficiency in human relations. (7:225) Feirer supported Stern's argument, but also suggested that high vocational competence should not be considered as a substitute for teaching competence. He called for in-service vocational-technical teacher training to assist instructors with the problems of devising courses and using the modern technical devices.

Summary

This survey of related opinions and studies indicates a marked lack of factual information on the staff of vocational institutions, particularly in the Canadian setting. Some consensus exists in the area of desired qualifications, but for the most part these writings represented only what the authors believed to be the required or ideal situation. In very few cases did they present research findings.

CHAPTER III

THE PERSONAL CHARACTERISTICS OF MANITOBA VOCATIONAL INSTRUCTORS

This chapter presents the data describing the personal characteristics of Manitoba vocational teaching staff. The data describing the distribution of staff in the three vocational centres of Manitoba by the selected personal characteristics of the instructors are shown in Table II to VII. Each table shows the distribution of instructors according to each institution and the Province of Manitoba for one of the selected personal characteristics. The six instructor characteristics examined in this chapter are:

1. Distribution by instructional division (Table II);
2. Sex (Table III);
3. Age (Table IV);
4. Marital status (Table V);
5. Residence prior to present employment (Table VI); and
6. Years of employment at present centre (Table VII).

Distribution by Instructional Division

The instructional divisions used in this study were those of the Manitoba Institute of Technology. Respondents at the other two centres were asked to classify themselves according to these divisions.

Table II shows that in the Province of Manitoba the highest percentage of respondents, 40.3 per cent or ninety-

TABLE II
DISTRIBUTION OF MANITOBA VOCATIONAL
STAFF BY CENTRE AND DIVISION

INSTITUTIONAL DIVISION	VOCATIONAL CENTRE								Manitoba total	
	M.I.T.		M.V.C.		N.M.V.C.					
	f	%	f	%	f	%				
Business	14	9.0	4	8.5	1	3.6	19	8.2		
Commercial	19	12.2	9	19.1	3	10.7	31	13.4		
Industrial	57	36.5	21	44.7	15	53.6	93	40.3		
Technology	41	26.3	3	6.4	3	10.7	47	20.3		
Related Subjects	19	12.2	10	21.3	6	21.4	35	15.2		
Teacher Education	6	3.8	0	0.0	0	0.0	6	2.6		
Totals	156	100.0	47	100.0	28	100.0	231	100.0		

three instructors, were employed in the Industrial Division. The Technology Division employed the next highest percentage of instructors, 20.3 per cent or forty-seven staff members. The Related Subjects Division employed 15.2 per cent or thirty-five of the respondents; the Commercial Division employed 8.2 per cent or nineteen instructors. The Teacher Education Division employed the smallest percentage of instructors, that is 2.6 per cent or six respondents.

The Manitoba Institute of Technology had a distribution of instructors very similar to that of the province. Table II shows that almost 40.0 per cent of the 156 respondents from this Centre were employed in the Industrial Division, 25.0 per cent of the respondents were employed in the Technology Division, and approximately 10.0 per cent of the instructors were employed in each of the Commercial, Related Subjects and Business Divisions. The Teacher Education Division, a division exclusive to the Manitoba Institute of Technology, employed 3.8 per cent or six of the respondents from the Brooklands campus.

The Manitoba Vocational Centre, Brandon, had a staff distribution different from that of the province and the Manitoba Institute of Technology. Of the forty-seven instructors 44.7 per cent were employed in the Industrial Division, approximately 20.0 per cent were employed in each of the Related Subjects and Commercial Divisions, and 8.5 per cent of the staff taught in the Business Division. Only 6.4 per cent or three respondents were employed in the

Technology Division.

The Northern Manitoba Vocational Centre, The Pas, had a staff of twenty-eight instructors. Table II shows that slightly more than one-half, or 53.6 per cent of the staff were employed in the Industrial Division; 21.4 per cent of the instructors were employed in the Related Subjects Division; and both the Commercial and Technology Divisions employed 10.7 per cent of the respondents. The Business Division employed 3.6 per cent or one instructor.

The data indicated that the largest portion of instructors was employed in the Industrial Division at each of the institutions. Provincially the second highest employing division was Technology, but, as Table II indicates, forty-one of the forty-seven technology instructors surveyed taught at the Manitoba Institute of Technology.

The courses taught in the Technology Division are generally of twenty-months duration, and the courses taught in the other divisions are generally of ten-months duration. Table II shows that in Manitoba, therefore, approximately three-quarters of the instructional staff taught ten-month courses. The Manitoba Institute of Technology showed a distribution similar to that of the province, but at both the Manitoba Vocational Centre and the Northern Manitoba Vocational Centre approximately 90.0 per cent of the staff taught ten-month courses.

Distribution by Sex

Table III indicates that of the 231 respondents 22.9

TABLE III
DISTRIBUTION OF MANITOBA VOCATIONAL
STAFF BY CENTRE AND SEX

VOCATIONAL CENTRE	SEX				Centre	Totals
	Female		Male		T	%
	f	%	f	%		
M.I.T.	42	26.9	114	73.1	156	100.0
M.V.C.	7	14.9	40	85.1	47	100.0
N.M.V.C.	4	14.3	24	85.7	28	100.0
Manitoba	53	22.9	178	77.1	231	100.0

per cent or 53 instructors were female and 77.1 per cent or 178 instructors were male.

At the Manitoba Institute of Technology 26.9 per cent of the staff was female. The females employed at this institution accounted for four-fifths of the female vocational instructors in Manitoba. The Manitoba Vocational Centre employed about one-eighth of the total female staff of the province. This centre had a ratio of one female to six males. The Northern Manitoba Vocational Centre employed the smallest number of female staff, or four instructors, but had a sex ratio similar to that of the Manitoba Vocational Centre.

Table L in Appendix B shows that about one-half of the female teaching staff was employed in the Commercial Instructional Division and the next largest portion, or about one-fifth of the female staff, was employed in the Industrial Division. Only in the Commercial Division did female staff outnumber the male staff. The Dominion Bureau of Statistics reported that in 1964-65 the sex ratio of students in publicly sponsored post-secondary vocational courses in Manitoba was about four males to one female. Female students accounted for twenty-seven per cent of the student body and more than one-third of the female students attended classes in the Commercial Division. The remaining two-thirds of the female students were studying in the Technology and Industrial Divisions.

(22:18) It appears that the sex ratio of male to female staff is approximately equal to the sex ratio of male to female students in the Province of Manitoba.

The sex distribution of teaching staff in Manitoba vocational schools is almost the reverse of the sex distribution of the teaching staff of Canadian public schools. The Canadian Government has reported that in 1964-65 female staff accounted for almost seventy per cent of the public school staff. (20:20) Bass says that:

Women at all age levels are more interaction-oriented while men are more task-oriented. Women prefer to work in groups, to converse, to have social opportunities; men are more likely to be enticed by the work itself and be more satisfied when they can have a sense of task completion, of overcoming obstacles, or of success in solving problems. . . . Women tend to be less concerned than men about pay, job security, and opportunities to advance. On the other hand, they put a premium on cleanliness, pleasant surroundings, good supervision and loyalty. (2:122)

If there is this much difference between employed males and females it would appear that the administrators of Manitoba vocational institutions work with a staff sex ratio which is the reverse of that with which public school administrators work. This possibility suggests the need for a study of the vocational staffs' expectations for the administrator.

Clark's suggestion that vocational instructors generally showed a lack of personal contact with fellow instructors (3:91) may be due to the predominance of the less interaction-oriented male in vocational education.

Distribution by Age

Table IV indicates that the distribution of staff by age shows many similarities among the centres surveyed. Provincially the largest portion of staff, more than 35.0 per cent, was in the age range of thirty-one to forty years. The second

TABLE IV
DISTRIBUTION OF MANITOBA VOCATIONAL
STAFF BY CENTRE AND AGE

AGE	VOCATIONAL CENTRE						Manitoba Total	
	M.I.T.		M.V.C.		N.M.V.C.			
	f	%	f	%	f	%	f	%
	20-30 years	36	23.1	17	36.2	9	32.1	62
31-40 years	60	38.4	15	31.9	9	32.1	84	36.4
41-50 years	31	19.9	10	21.3	0	0.0	41	17.7
51 or over	29	18.6	5	10.7	10	35.8	44	19.1
Totals	156	100.0	47	100.0	28	100.0	231	100.0

largest portion, 26.8 per cent of the staff, was in the age range of twenty to thirty years. This means that about 65.0 per cent of the vocational instructors of Manitoba were forty years of age or less. Allen's opinion (1:33) that the most suitable age for vocational instructors was thirty to forty years may be applied to approximately 36.0 per cent of the Manitoba instructors. Tolonen's suggestion (18:26) of twenty-five to thirty-five years of age may be applied to approximately 40.0 per cent of the Manitoba staff.

The staff of the Manitoba Institute of Technology showed an age distribution very similar to that of the total provincial staff. The Manitoba Vocational Centre had the youngest staff with 68.1 per cent forty years of age or less and only 10.7 per cent fifty-one years of age or older. The Northern Manitoba Vocational Centre, had 64.2 per cent of its staff forty years of age or less, but this centre had the largest percentage of staff, 35.8 per cent, fifty-one years of age or older, and had no staff members in the forty-one to fifty year range.

Distribution by Marital Status

Table V shows the distribution of vocational staff by marital status. Of the 231 respondents 36 or 15.6 per cent were single, 182 or 78.8 per cent were married, and 13 or 5.6 per cent were widowed, divorced or separated.

Individual institutions showed similar distributions. At the Manitoba Institute of Technology 81.4 per cent of the staff were married, and at the Manitoba Vocational Centre and

TABLE V

DISTRIBUTION OF MANITOBA VOCATIONAL STAFF
BY CENTRE AND MARITAL STATUS

MARITAL STATUS	VOCATIONAL CENTRE						Manitoba Total	
	M.I.T.		M.V.C.		N.M.V.C.			
	f	%	f	%	f	%	f	%
Single	23	14.7	7	14.9	6	21.4	36	15.6
Married	127	81.4	34	72.3	21	75.0	182	78.8
Widowed, Divorced, or Separated	6	3.8	6	12.7	1	3.6	13	5.6
Totals	156	100.0	47	100.0	28	100.0	231	100.0

the Northern Manitoba Vocational Centre approximately 75.0 per cent of the staff were married. The Northern Manitoba Vocational Centre had the largest percentage of single staff members, 21.4 per cent. The Manitoba Vocational Centre had the largest percentage of staff who were widowed, divorced or separated, 12.7 per cent.

Residence of Staff Prior to Present Employment

Table VI shows that a high proportion of the vocational staff of Manitoba resided in the province prior to employment at the provincially operated centres. Of the 231 respondents 62.7 per cent previously resided in their present communities, and 28.1 per cent resided outside their present communities but within the Province of Manitoba. Only twenty-one or 9.2 per cent of the respondents resided outside Manitoba prior to employment and only two, 0.9 per cent of these resided outside Canada prior to their present employment.

The Manitoba Institute of Technology had recruited 80.2 per cent of its responding staff from within the Winnipeg metropolitan area. The Manitoba Vocational Centre, Brandon, and the Northern Manitoba Vocational Centre, The Pas, had smaller communities to draw from and showed that proportionately smaller percentages of their staff had resided in the community prior to employment. At Brandon 34.0 per cent had resided in the community, and the corresponding figure at The Pas was 14.3 per cent.

The Manitoba Institute of Technology had recruited 13.5 per cent of its staff from outside metropolitan Winnipeg

TABLE VI

DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE AND
RESIDENCE OF STAFF PRIOR TO EMPLOYMENT

PREVIOUS RESIDENCE	VOCATIONAL CENTRE						Manitoba Total f %	
	M.I.T. %		N.V.C. %		N.M.V.C. %			
	f		f		f			
Present City	125	80.2	16	34.0	4	14.3	145	62.7
Within Manitoba	21	13.5	28	59.6	16	57.1	65	28.1
Outside Manitoba	9	5.7	3	6.4	7	25.0	19	8.3
Outside Canada	1	0.6	0	0.0	1	3.6	2	0.9
Totals	156	100.0	47	100.0	28	100.0	231	100.0

but within the Province of Manitoba. The Manitoba Vocational Centre had recruited 59.6 per cent of its staff from outside Brandon but within the province, and the Northern Manitoba Vocational Centre had recruited 57.1 per cent of its staff from outside The Pas but within the province.

At the Northern Manitoba Vocational Centre one-quarter of the staff had come from outside the Province of Manitoba. This was the largest proportion of staff from outside the province employed at any of the three institutions.

Of the total vocational staff of Manitoba approximately 90.0 per cent had resided in the province prior to employment at a provincial vocational centre.

Distribution by Years of Employment at Present Centre

Table VII shows that in Manitoba Vocational Centres 17.3 per cent of the instructors were in their first year of employment; 46.3 per cent were in their second or third year; 18.6 per cent were in their fourth or fifth year; and 11.3 per cent had been employed from six to nine years. Only 6.5 per cent or a little more than one-twentieth of the staff had been employed for ten or more years as vocational instructors.

The Manitoba Institute of Technology was the only institute having staff who had been employed for ten or more years. The Manitoba Vocational Centre commenced classes in 1961 and the Northern Manitoba Vocational Centre officially opened in 1966, so neither of these institutions had been in operation for ten years.

In Manitoba the majority, or 63.6 per cent of

TABLE VII

DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY
YEARS OF EMPLOYMENT AT PRESENT CENTRE

YEARS OF EMPLOYMENT	VOCATIONAL CENTRE								Manitoba Totals f %	
	M.I.T.		M.V.C.		N.M.V.C.					
	f	%	f	%	f	%				
1 year	28	17.9	6	12.8	6	21.4	40	17.3		
2 to 3 years	54	34.6	32	68.1	21	75.0	107	46.3		
4 to 5 years	37	23.7	5	10.6	1	3.6	43	18.6		
6 to 9 years	22	14.1	4	8.5	0	0.0	26	11.3		
10 or more	15	9.6	0	0.0	0	0.0	15	6.5		
Totals	156	100.0	47	100.0	28	100.0	231	100.0		

vocational staff had been employed at their present centre for three years or less.

Summary

The data examined in this chapter indicated that the largest portion of vocational instructors in Manitoba was employed in the Industrial Division where they taught ten-month courses. Most of the instructors were male. The majority of female instructors were employed in the Commercial Division. The largest portion of staff was thirty-one to forty years of age and married. More than 90.0 per cent of the instructors had resided in Manitoba prior to their present employment, and the largest portion had been employed three years or less as vocational instructors in their present institutions.

CHAPTER IV

THE PERSONAL QUALIFICATIONS OF MANITOBA

VOCATIONAL INSTRUCTORS

This chapter presents the data describing the personal qualifications of Manitoba vocational teaching staff. The qualifications of the staff are discussed under three headings:

1. The work experience of staff;
2. The professional qualifications of staff; and
3. The staff perceptions of their qualifications.

The data describing the distribution of instructors in the three vocational schools of Manitoba in terms of the personal qualifications of the staff are shown in Tables VIII to XXX. Each table shows the distribution of instructors according to the institution and the Province of Manitoba as a whole for one of the personal qualifications investigated.

I. THE WORK EXPERIENCE OF MANITOBA

VOCATIONAL STAFF

Distribution of Staff by Total Years of Work Experience

Table VIII shows that in the Province of Manitoba slightly more than one-half, or 53.7 per cent, of the vocational instructors had had sixteen or more years of work experience since high school. This included work experience in education, business or any other occupation.

At the Manitoba Institute of Technology 57.7 per cent

TABLE VIII
DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE
AND TOTAL YEARS OF WORK EXPERIENCE

YEARS OF WORK EXPERIENCE	VOCATIONAL CENTRE								Manitoba Total f %	
	M.I.T.		M.V.C.		N.M.V.C.					
	f	%	f	%	f	%				
1 to 5 years	17	10.9	5	10.6	2	7.1	24	10.4		
6 to 10 years	31	19.9	13	27.7	8	28.6	52	22.5		
11 to 15 years	18	11.5	9	19.1	4	14.3	31	13.4		
16 or more	90	57.7	20	42.6	14	50.0	124	53.7		
Totals	156	100.0	47	100.0	28	100.0	231	100.0		

of the instructors had worked for sixteen or more years, as had 50.0 per cent of the staff at the Northern Manitoba Vocational Centre and about 42.6 per cent of the staff at the Manitoba Vocational Centre. The next largest portion of staff at each of the institutions had six to ten years of work experience. Approximately 90.0 per cent of the instructors had more than five years of work experience.

Table IX shows that after earning a degree but prior to employment as a vocational instructor, the largest portion, or 16.9 per cent, of the degree-holding staff had two to four years of work experience, and the second largest portion, or 10.4 per cent, had five to nine years of work experience.

Table X shows that prior to employment as a vocational instructor the largest portion, or 31.6 per cent, of staff holding trade certificates had ten or more years of work experience after receiving their certificate, and the second largest portion, or 15.2 per cent, had five to nine years of work experience.

It would appear that instructors in Manitoba who hold degrees have slightly more than the three to five years of work experience recorded in Technical and Vocational Education in Canada, 1965, (19:11) as the average held by Canadian instructors before employment in vocational education. Staff with trade certificates would appear to have almost double the work experience reported to be the average for Canadian vocational instructors.

It should be noted that the data presented in Tables

TABLE IX

DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE AND YEARS OF
WORK EXPERIENCE SINCE ACQUIRING A DEGREE BUT
PRIOR TO EMPLOYMENT AT PRESENT CENTRE

YEARS OF WORK EXPERIENCE	VOCATIONAL CENTRE						Manitoba Total f %	
	M.I.T.		M.V.C.		N.M.V.C.			
	f	%	f	%	f	%		
1 year	7	4.5	0	0.0	1	3.6	8	3.5
2 to 4 years	29	18.6	7	14.9	3	10.7	39	16.9
5 to 9 years	19	12.2	3	6.4	2	7.1	24	10.4
10 or more	14	9.0	2	4.3	1	3.6	17	7.4
Less than 1 year	4	2.6	3	6.4	1	3.6	8	3.5
Totals	73	46.8	15	31.9	8	28.6	96	41.6

NOTE: Percentage totals in this table are not 100.0 per cent because the figures do not include instructors who had no degree.

TABLE X

DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE AND YEARS OF
WORK EXPERIENCE SINCE ACQUIRING A TRADE CERTIFICATE BUT
PRIOR TO EMPLOYMENT AT PRESENT CENTRE

YEARS OF WORK EXPERIENCE	VOCATIONAL CENTRE								Manitoba Total f %	
	M.I.T.		M.V.C.		N.M.V.C.					
	f	%	f	%	f	%				
1 year	4	2.6	3	6.4	1	3.6	8	3.5		
2 to 4 years	13	8.3	6	12.8	4	14.3	23	10.0		
5 to 9 years	25	16.0	5	10.6	5	17.9	35	15.2		
10 or more	50	32.1	16	34.0	7	25.0	73	31.6		
Less than 1 year	1	0.6	1	2.1	0	0.0	2	0.9		
Totals	93	59.6	31	66.0	17	60.8	141	61.0		

NOTE: Percentage totals in this table are not 100.0 per cent because the
figures do not include instructors who had no trade certificate.

IX and X do not include apprenticeship years for staff holding trade certificates, the years of university study for staff holding degrees, nor the years of work experienced before a degree or certificate was earned. Inclusion of these years would credit the staff with even more experience.

Distribution of Staff by Work Experience in Education

Tables XI to XIV display data on the educational work experience of Manitoba vocational instructors.

As shown in Table XI, 38.5 per cent of the vocational instructors of Manitoba had been teaching for three years or less. At the Manitoba Vocational Centre 48.9 per cent of the staff had taught for three years or less, and at the Northern Manitoba Vocational Centre 60.7 per cent had taught for three years or less. About 15.0 per cent of the provincial staff had taught seven to ten years, and 14.7 per cent of the total staff had taught eleven or more years.

Clark (3:91) found that 27.0 per cent of the California sample of instructors had taught ten years or more, and the 1966 United States Survey (9:12) of vocational staff found a mean of 9.5 years of teaching experience. By comparison, vocational staff employed in Manitoba in 1969 had less experience in education than similar groups of instructors had in the United States in 1958 and 1966.

Table XII indicates that approximately 15.0 per cent of the instructors at each institution had some experience in elementary education, and Table XIII shows that approximately 20.0 per cent of the staff of each institution had some

TABLE XI

DISTRIBUTION OF MANITOBA VOCATIONAL STAFF
BY CENTRE AND YEARS OF WORK
EXPERIENCE IN EDUCATION

YEARS EXPERIENCE IN EDUCATION	VOCATIONAL CENTRE								Manitoba Total f
	M.I.T.		M.V.C.		N.M.V.C.		f	%	
	f	%	f	%	f	%			
1 to 3 years	49	31.4	23	48.9	17	60.7	89	38.5	
4 to 6 years	55	35.3	16	34.0	5	17.9	76	32.9	
7 to 10 years	24	15.4	5	10.6	3	10.7	32	13.9	
11 or more	28	18.0	3	6.4	3	10.7	34	14.7	
Totals	156	100.0	47	100.0	28	100.0	231	100.0	

TABLE XII

DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE AND
YEARS OF WORK EXPERIENCE IN ELEMENTARY EDUCATION

EXPERIENCE IN ELEMENTARY EDUCATION	VOCATIONAL CENTRE								Manitoba Total	
	M.I.T.		M.V.C.		N.M.V.C.					
	f	%	f	%	f	%				
No experience	129	82.7	41	87.2	25	89.3	195	84.4		
1 to 3 years	19	12.2	4	8.5	2	7.1	25	10.8		
4 to 6 years	5	3.2	0	0.0	0	0.0	5	2.2		
7 or more	3	1.9	2	4.3	1	3.6	6	3.5		
Totals	156	100.0	47	100.0	28	100.0	231	100.0		

TABLE XIII
DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE AND
YEARS OF WORK EXPERIENCE IN SECONDARY EDUCATION

EXPERIENCE IN SECONDARY EDUCATION	VOCATIONAL CENTRE								Manitoba Total f %	
	M.I.T.		M.V.C.		N.M.V.C.					
	f	%	f	%	f	%				
No experience	121	77.5	38	80.9	23	82.1	182	78.8		
1 to 3 years	19	12.2	7	14.9	4	14.3	30	13.0		
4 to 6 years	7	4.5	2	4.3	1	3.6	10	4.3		
7 or more	9	5.7	0	0.0	0	0.0	9	3.9		
Totals	156	100.0	47	100.0	28	100.0	231	100.0		

experience in secondary education. Wright and Kempfer found that about one-half of the staffs of adult vocational schools in their sample of United States evening school staff had experience in public education at an elementary or secondary level. (6:322) The Manitoba staff exhibited a much lower proportion of instructors with experience in public schools. This difference is not easily explained, but it is possible that the rapid expansion of vocational education for adults in the Province of Manitoba has placed emphasis on the individual staff member's professional trade and technical experience. Manitoba instructors greatly exceeded the number of years of general work experience held by the average Canadian vocational instructor.

Table XIV shows that 57.2 per cent of the staff had three years or less experience in adult education including the present year. At the Manitoba Institute of Technology this portion of staff was 47.4 per cent, but at the Manitoba Vocational Centre it rose to 74.4 per cent, and at the Northern Manitoba Vocational Centre it was 82.2 per cent. This high proportion of instructors with relatively little experience in adult education is partly explained by the more than doubled growth of adult vocational institutions in the province since 1965.

Distribution of Staff by Years of Supervisory Experience

Allen (1:33) suggested that vocational instructors should have had experience in a supervisory position prior to employment in vocational institutions, but he was indefinite

TABLE XIV
DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE AND
YEARS OF WORK EXPERIENCE IN ADULT EDUCATION

EXPERIENCE IN ADULT EDUCATION	VOCATIONAL CENTRE								Manitoba Total f %	
	M.I.T.		M.V.C.		N.M.V.C.					
	f	%	f	%	f	%				
1 year	23	14.7	5	10.6	5	17.9	33	14.3		
2 to 3 years	51	32.7	30	63.8	18	64.3	99	42.9		
4 to 5 years	38	24.4	8	17.0	2	7.1	48	20.8		
6 or more	44	28.2	4	8.5	3	10.7	51	22.1		
Totals	156	100.0	47	100.0	28	100.0	231	100.0		

about how many years were appropriate. Table XV indicates that in Manitoba 62.7 per cent of the vocational instructors had had some supervisory experience. One-half of this experience group had more than six years of experience, and three-quarters of the group had had three or more years of supervisory experience.

Further analysis revealed that 60.0 per cent of the staff with supervisory experience was approximately the same 60.0 per cent who held trade certificates (See Tables IX and X), and the 40.0 per cent without supervisory experience approximately coincided with the 40.0 per cent who held degrees. In Manitoba, instructors with trade certificates were the most likely staff members to have had previous supervisory experience.

Summary

This analysis of the work background of Manitoba vocational instructors has revealed that as a group these instructors had more years of work experience than was average for Canadian vocational instructors in 1965, but that they had fewer years of educational work experience in elementary and secondary education than did their counterparts in the United States. Analysis of previous supervisory experience indicated that instructors with trade certificates generally had three or more years of this type of experience, but instructors with degrees were likely to have had no previous supervisory experience.

TABLE XV
DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE
AND YEARS OF SUPERVISORY EXPERIENCE

YEARS OF SUPERVISORY EXPERIENCE	VOCATIONAL CENTRE								Manitoba Total	
	M.I.T.		M.V.C.		N.M.V.C.					
	f	%	f	%	f	%	f	%	f	%
	1 to 2 years	21	13.5	7	14.9	7	25.0	35	15.2	
3 to 5 years	27	17.3	11	23.4	3	10.7	41	17.7		
6 to 10 years	27	17.3	7	14.9	5	17.9	39	16.9		
11 or more	20	12.8	6	12.8	4	14.3	30	13.0		
No supervisory experience	61	39.1	16	34.0	9	32.1	86	37.3		
Totals	156	100.0	47	100.0	28	100.0	231	100.0		

II. THE PROFESSIONAL QUALIFICATIONS OF MANITOBA VOCATIONAL STAFF

This portion of Chapter IV examines the teaching and professional trade qualifications of the Manitoba vocational instructors.

Total Years of Professional Education

Any discussion of the professional education of vocational instructors must include the education gained through occupational experience as well as the education gained through study at an educational institution. Table XVI shows the distribution of Manitoba's vocational staff by years of professional training beyond high school. Included are both the apprenticeship years and the years of education received at formal educational institutions.

Table XVI indicates that the largest portion of the province's staff, 41.1 per cent, had five to seven years of training beyond high school, and 14.0 per cent had eight or more years. Approximately 80.0 per cent of the staff had three or more years of training beyond high school. The Manitoba Institute of Technology had the smallest percentage, 14.1 per cent, of staff with two years or less training. In both the Manitoba Vocational Centre and the Northern Manitoba Vocational Centre approximately one-quarter of the staff had two years or less training beyond high school.

Many opinions have been expressed concerning the number of years training required for a vocational instructor.

TABLE XVI
DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE
AND YEARS OF TRAINING BEYOND HIGH SCHOOL

YEARS OF TRAINING	VOCATIONAL CENTRE						Manitoba Total	
	M.I.T.		M.V.C.		N.M.V.C.			
	f	%	f	%	f	%	f	%
1 to 2 years	22	14.1	11	23.4	7	25.0	40	17.3
3 to 4 years	44	28.2	14	29.8	6	21.4	64	27.7
5 to 7 years	69	44.2	17	36.2	9	32.1	95	41.1
8 or more	21	13.5	5	10.6	6	21.4	32	13.9
Totals	156	100.0	47	100.0	28	100.0	231	100.0

Snedden (11:420) suggested six years, and Grégoire (4:130) proposed a minimum level of training corresponding to that of a technician, which in most instances in Canada is two years beyond high school. Tolenen (18:25) suggested an apprenticeship, generally four to five years, or a university degree.

In Manitoba there is a great deal of variation. Table XVII, which shows the distribution of Manitoba vocational staff by years of training and instructional division, indicates that five or more years of training were held by 73.6 per cent of the Business Division staff, 59.1 per cent of the Industrial Division staff, and 74.4 per cent of the Technology Division staff. In the Commercial Division the majority of staff, 58.1 per cent, had one or two years of training, and in the Related Subjects Division the majority, or 91.5 per cent of the staff, had three or more years of training but 48.6 per cent of the instructors in this division had over five years of training. Two-thirds of the staff of the Teacher Education Division had three or more years of training. These data suggest that in Manitoba the required number of years of training is partially dependent upon the teaching area.

Source of Professional Education

Table XVIII shows that 70.6 per cent of the instructors had received most of their training in Manitoba, 15.9 per cent had received their training outside of Canada, and 13.4 per cent had received their training in a Canadian province other than Manitoba. About 40.0 per cent of the Northern Manitoba

TABLE XVII

DISTRIBUTION OF MANITOBA VOCATIONAL STAFF
BY YEARS OF TRAINING AND DIVISION

INSTRUCTIONAL DIVISION	YEARS OF TRAINING										Division Total	
	1-2 years		3-4 years		5-7 years		8 or more					
	f	%	f	%	f	%	f	%				
Business	1	0.4	4	1.7	13	5.6	1	0.4	19	8.2		
Commercial	18	7.8	9	3.9	3	1.3	1	0.4	31	13.4		
Industrial	15	6.5	23	10.0	38	16.5	17	7.4	93	40.3		
Technology	1	0.4	11	4.8	27	11.7	8	3.5	47	20.3		
Related Subjects	3	1.3	15	6.5	13	5.6	4	1.7	35	15.2		
Teacher Education	2	0.9	2	0.9	1	0.4	1	0.4	6	2.6		
Manitoba Total	40	17.3	64	27.7	95	41.1	32	13.9	231	100.0		

TABLE XVIII

DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE
AND SOURCE OF TRAINING BEYOND HIGH SCHOOL

GEOGRAPHIC SOURCE OF TRAINING	VOCATIONAL CENTRE								Manitoba Total	
	M.I.T.		M.V.C.		N.M.V.C.					
	f	%	f	%	f	%	f	%		
Manitoba	111	71.2	36	76.6	16	57.1	163	70.6		
Another Province	18	11.5	6	12.8	7	25.0	31	13.4		
The United States	10	6.4	2	4.3	1	3.6	13	5.6		
Great Britain	10	6.4	1	2.1	3	10.7	14	6.1		
Elsewhere	7	4.5	2	4.3	1	3.6	10	4.3		
Totals	156	100.0	47	100.0	28	100.0	231	100.0		

Vocational Centre staff had received their education outside of Manitoba, as compared with about 20.0 per cent of the staff at the Manitoba Vocational Centre and slightly more than 25.0 per cent of the staff at the Manitoba Institute of Technology.

Distribution of Staff by Manitoba Teaching Certificate

Table XIX indicates that 47.6 per cent of the staff held permanent teaching certificates issued by the Manitoba Department of Education, 28.1 per cent held an interim certificate, and 24.2 per cent of the staff did not hold a teaching certificate. The Manitoba Vocational Centre had the smallest percentage, 12.8 per cent, of staff without a teaching certificate. One-quarter of the staff at the Manitoba Institute of Technology did not hold a teaching certificate compared with 35.7 per cent of the staff at the Northern Manitoba Vocational Centre.

Since the Manitoba Vocational Centre and the Northern Manitoba Vocational Centre both engaged the larger portion of their staff in 1966 and were subject to much the same recruitment conditions, it might have been expected that their staffs would show similar certification levels. The fact that they did not may be attributed to the closer proximity of the Manitoba Vocational Centre, Brandon, to the Manitoba Institute of Technology, Winnipeg, where the vocational education courses are taught. The Northern Manitoba Vocational Centre is about four hundred miles from Winnipeg while the Manitoba Vocational Centre is just over one-hundred miles from the city.

Table XX shows the distribution of staff by centre and

TABLE XIX

DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE
AND STANDING OF TEACHING CERTIFICATE

STANDING OF TEACHING CERTIFICATE	VOCATIONAL CENTRE								Manitoba Total	
	M.I.T.		M.V.C.		N.M.V.C.					
	f	%	f	%	f	%	f	%	f	%
Permanent	78	50.0	22	46.8	10	35.7	110	47.6		
Interim	38	24.4	19	40.0	8	28.6	65	28.1		
Pending	40	25.6	6	12.8	10	35.7	56	24.2		
Totals	156	100.0	47	100.0	28	100.0	231	100.0		

TABLE XX
DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE
AND CLASS OF TEACHING CERTIFICATE

CLASS OF TEACHING CERTIFICATE	VOCATIONAL CENTRE						Manitoba Total f %	
	M.I.T.		M.V.C.		N.M.V.C.			
	f	%	f	%	f	%		
Collegiate	12	7.7	3	6.4	2	7.1	17	7.4
Industrial Arts	6	3.8	3	6.4	0	0.0	9	3.9
Vocational Commercial	13	8.3	6	12.8	1	3.6	20	8.7
Vocational Industrial	61	39.1	22	46.8	9	32.1	92	39.8
First Class	6	3.8	2	4.2	1	3.6	9	3.9
Special Education	10	6.4	4	8.5	1	3.6	15	6.5
Other	48	30.8	7	14.9	14	50.0	69	29.9
Totals	156	100.0	47	100.0	28	100.0	231	100.0

class of Manitoba teaching certificate. The largest portion, 39.8 per cent, of the staff held Vocational Industrial certificates. The second largest portion, 29.9 per cent of the staff, held an unclassified teaching certificate. Table XIX shows that fifty-six of the sixty-nine certificates in this category were pending, the remaining thirteen were special permits or letters of authority issued by the Minister of Education. The Vocational Commercial certificate was held by 8.7 per cent of the staff, and a slightly smaller percentage, 7.4 per cent, held a Collegiate certificate. The First Class and Industrial Arts certificates were held by 3.9 per cent of the staff. Special Education certificates were held by 6.5 per cent of the province's staff.

The Vocational Commercial and Vocational Industrial certificates together accounted for about one-half of the teaching certificates held by Manitoba vocational instructors. These two certificates may be attained by attending teacher education classes at the Manitoba Institute of Technology. The majority of the other certificates held by the staff may be attained only through attendance at a university or a teachers' college. Table XXI, which shows the source of classes for those instructors who have not yet completed their teacher education, suggests that the present pattern of teacher certification will continue. Over one-half of the instructors planning to take courses in teacher education were planning to study at the Manitoba Institute of Technology, and in all likelihood they would receive Vocational Industrial

TABLE XXI

DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE
AND SOURCE OF INCOMPLETED TEACHER EDUCATION

SOURCE OF INCOMPLETED TEACHER EDUCATION	VOCATIONAL CENTRE								Manitoba Total	
	M.I.T.		M.V.C.		N.M.V.C.					
	f	%	f	%	f	%	f	%		
University	5	3.2	7	14.9	1	3.6	13	5.6		
Technical Institute	41	26.3	14	29.8	13	46.4	68	29.4		
Teacher education not yet begun	19	12.2	1	2.1	4	14.3	24	10.4		
Totals	65	41.7	22	46.8	18	64.3	105	55.5		

NOTE: Percentage totals in this table are not 100.0 per cent because the figures do not include instructors who have completed teacher education courses.

or Vocational Commercial certificates.

It should be noted from Table XXI that only about one-half of the instructors indicated that they considered their teacher education completed even though Table XIX indicates that three-quarters of the staff held valid teaching certificates. This suggests a desire for further training on the part of the instructors which will be discussed more fully toward the end of this chapter.

Distribution of Staff by Highest Qualification in Education

Table XXII shows the distribution of Manitoba vocational staff by centre and highest qualification in education. Almost one-half, or 46.7 per cent, of the staff indicated that their highest qualification in education was a certificate granted by a technical institute. Only 15.2 per cent of the staff indicated that they held university standing in education; more than one-half of this group held a diploma in education and almost one-half held a bachelor's degree in education. Only two instructors held a master's degree in education. Almost 40.0 per cent of the staff indicated no qualifications in education.

At the Manitoba Vocational Centre 57.4 per cent of the staff held a certificate in education; this was the largest percentage of certificates held by the staff of any vocational centre in the province. Fourteen of the twenty diplomas in education and eleven of the thirteen bachelor degrees in education were held by staff at the Manitoba Institute of Technology. Further analysis revealed that the

TABLE XXII

DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE
AND HIGHEST QUALIFICATION IN EDUCATION

QUALIFICATIONS IN EDUCATION	VOCATIONAL CENTRE						Manitoba Total	
	M.I.T.		M.V.C.		N.M.V.C.			
	f	%	f	%	f	%	f	%
None of these	61	39.1	15	31.9	12	42.9	88	38.1
Certificate	69	44.2	27	57.4	12	42.9	108	46.7
Diploma	14	9.0	3	6.4	3	10.7	20	8.7
Bachelor's degree	11	7.1	2	4.3	0	0.0	13	5.6
Master's degree	1	0.6	0	0.0	1	3.6	2	0.9
Totals	156	100.0	47	100.0	28	100.0	231	100.0

largest portion of bachelor's degrees in education were held by instructors in the Related Subjects Division, six out of the total of thirteen, and this division employed both of the instructors with master's degrees in education. (See Table LI in Appendix B)

Table XXIII, showing the distribution of staff by field of study in education, indicates that 44.1 per cent of the staff had studied in the field of vocational education, and 38.1 per cent had no qualifications in education. Approximately 10.0 per cent of the staff had studied elementary or secondary education and about 5.0 per cent had studied in the areas of special or adult education. Four per cent indicated study in an "Other" category; the majority of these instructors had studied in the field of nursing education. Sixty per cent of the staff at the Manitoba Vocational Centre had studied vocational education as compared with approximately 40.0 per cent of the staff at the other two centres.

Table XXIV indicates that of the 61.9 per cent of the staff with qualifications in education, 53.3 per cent had studied in the Province of Manitoba and 6.4 per cent of the group had attained their standing in education outside of Canada. Two per cent had studied in a province other than Manitoba.

Generally, it appears that the majority of Manitoba vocational instructors had approximately five to seven years of professional training beyond high school, and the largest portion of them held a vocational teaching certificate

TABLE XXIII

DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE
AND FIELD OF STUDY IN EDUCATION

FIELD OF STUDY IN EDUCATION	VOCATIONAL CENTRE						Manitoba Total	
	M.I.T.		M.V.C.		N.M.V.C.			
	f	%	f	%	f	%	f	%
Elementary	2	1.3	1	2.1	1	3.6	4	1.7
Secondary	14	8.9	1	2.1	2	7.1	17	7.3
Vocational	64	41.0	28	59.5	10	35.7	102	44.1
Adult	0	0.0	0	0.0	2	7.1	2	0.9
Special	7	4.5	1	2.1	1	3.6	9	3.9
Other	8	5.1	1	2.1	0	0.0	9	3.9
None	61	39.1	15	31.9	12	42.9	88	38.1
Totals	156	100.0	47	100.0	28	100.0	231	100.0

TABLE XXIV

DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE
AND SOURCE OF STUDY IN EDUCATION

GEOGRAPHIC SOURCE OF STUDY IN EDUCATION	VOCATIONAL CENTRE					
	M.I.T.		M.V.C.		N.M.V.C.	
	f	%	f	%	f	%
Manitoba	80	51.3	29	61.7	14	50.0
Another Province	4	2.5	0	0.0	1	3.6
Outside Canada	11	7.1	3	6.4	1	3.6
Totals	95	60.9	32	68.1	16	57.1
					123	53.3
					5	2.1
					15	6.4
					143	61.9

NOTE: Percentage totals in this table are not 100.0 per cent because the figures do not include instructors who had no standing in education.

attained by study at the Manitoba Institute of Technology.

Distribution of Staff by Number of Degrees Held

Table XXV, which shows the distribution of Manitoba vocational staff by centre and the number of degrees held, indicates that 27.7 per cent of the staff held one degree, an additional 10.8 per cent held two degrees, and 1.3 per cent held three or more degrees. An additional 10.0 per cent of the staff had partial credit toward a degree. At the Manitoba Institute of Technology 45.2 per cent of the staff held one or more degrees, and at the Manitoba Vocational Centre and the Northern Manitoba Vocational Centre approximately one-quarter of the staff held one or more degrees.

Of the ninety-two staff members having degrees, a more detailed analysis indicated that thirty-four taught in the Technology Division, twenty-six taught in the Related Subjects Division, thirteen taught in the Business Division, and ten taught in the Industrial Division. Of the remaining nine staff members with degrees, five taught in the Commercial Division and four taught in the Teacher Education Division. Only the Business, Technology and Related Subjects Divisions employed staff with two or more degrees. (See Table LII in Appendix B)

Table XXVI shows that 34.7 per cent of the staff held one or two bachelor's degrees in a field other than education. Table XXVII shows data indicating that 6.1 per cent of the staff held a master's degree in a field other than education.

TABLE XXV

DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE
AND NUMBER OF DEGREES HELD

NUMBER OF DEGREES HELD	VOCATIONAL CENTRE								Manitoba Total	
	M.I.T.		M.V.C.		N.M.V.C.					
	f	%	f	%	f	%	f	%		
No degree credit	70	44.9	30	63.8	16	57.1	116	50.2		
Partial credit	14	9.0	5	10.6	4	14.3	23	10.0		
One degree	48	30.8	11	23.4	5	17.9	64	27.7		
Two degrees	22	14.1	0	0.0	3	10.7	25	10.8		
Three or more	2	1.3	1	2.1	0	0.0	3	1.3		
Totals	156	100.0	47	100.0	28	100.0	231	100.0		

TABLE XXVI

DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE AND NUMBER
OF BACHELOR'S DEGREES IN A FIELD OTHER THAN EDUCATION

BACHELOR'S DEGREES OTHER THAN B. ED.	VOCATIONAL CENTRE								Manitoba Total f %	
	M.I.T.		M.V.C.		N.M.V.C.					
	f	%	f	%	f	%				
No degree credit	85	54.5	36	76.6	21	75.0	142	61.5		
Partial credit	6	3.8	2	4.3	1	3.6	9	3.9		
One degree	59	37.8	8	17.0	5	17.9	72	31.2		
Two degrees	6	3.8	1	2.1	1	3.6	8	3.5		
Totals	156	100.0	47	100.0	28	100.0	231	100.0		

TABLE XXVII

DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE AND NUMBER
OF MASTER'S DEGREES IN A FIELD OTHER THAN EDUCATION

MASTER'S DEGREES OTHER THAN M.ED.	VOCATIONAL CENTRE								Manitoba Total	
	M.I.T.		M.V.C.		N.M.V.C.					
	f	%	f	%	f	%	f	%		
No degree credit	142	91.0	46	97.9	27	96.4	215	93.1		
Partial credit	2	1.3	0	0.0	0	0.0	2	0.9		
One degree	12	7.7	1	2.1	1	3.6	14	6.1		
Totals	156	100.0	47	100.0	28	100.0	231	100.0		

No staff member held a doctorate degree.

About one-half of the Manitoba instructors had a degree or had been working toward a degree. About one instructor in twenty held a bachelor's degree in education, but one in three held a bachelor's degree in a field other than education. Master's degrees in any field of study were restricted to about one instructor in twenty.

Distribution of Staff by Trade Certificates

Trade certificates were much more common among vocational staff in Manitoba than were degrees. Table XXVIII indicates that 60.6 per cent of the staff possessed one or more trade certificates, and 22.5 per cent held two or more trade certificates. At each institution approximately 35.0 per cent of the instructors held one trade certificate. At the Manitoba Institute of Technology and the Northern Manitoba Vocational Centre approximately one-eighth of the staff held two certificates, and at the Manitoba Vocational Centre almost one-quarter of the staff held two certificates.

Eighty-four of the ninety-three or 90.0 per cent of the instructors employed in the Industrial Divisions of the provincial centres held trade certificates, as did seven of the nineteen or 36.0 per cent of the Business Division staff, and seventeen of the thirty-one or 55.0 per cent of the Commercial Division staff. Nineteen of the forty-seven or 40.0 per cent of the Technology Division staff, ten of the thirty-five or 29.0 per cent of the Related Subjects Division

TABLE XXVIII

DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE
AND NUMBER OF TRADE CERTIFICATES HELD

NUMBER OF TRADE CERTIFICATES HELD	VOCATIONAL CENTRE								Manitoba Total f %
	M.I.T.		M.V.C.		N.M.V.C.				
	f	%	f	%	f	%			
No certificate	63	40.4	18	38.3	10	35.7	91	39.4	
One certificate	61	39.1	17	36.2	10	35.7	88	38.1	
Two certificates	18	11.5	11	23.4	4	14.3	33	14.3	
Three or more certificates	14	9.0	1	2.1	4	14.3	19	8.2	
Totals	156	100.0	47	100.0	28	100.0	231	100.0	

staff, and three of the six or 50.0 per cent of the Teacher Education Division staff held trade certificates. (See Table LIII, Appendix B)

Table XXIX indicates that 28.6 per cent of the trade certificates were journeyman's certificates. Technician's certificates, diplomas and certificates of attainment each accounted for approximately 10.0 per cent of the certificates held by the staff. Almost 40.0 per cent of the staff held no certificate.

Table XXX indicates that the trade certificates were distributed approximately equally over the five fields of classification: mechanical, electrical, construction, commercial or business, and other. At the Manitoba Institute of Technology the lowest number of certificates was found in the construction field. At the Manitoba Vocational Centre certificates in the mechanical and construction field each accounted for one-fifth of the total staff, or more than one-half of the certificates held by staff at this centre. At the Northern Manitoba Vocational Centre 21.4 per cent or the largest portion of the certificates were classified as "Other."

A study conducted in 1960 at the University of Illinois projected that by 1970 a minimum of a bachelor's degree or its equivalent in every field would be required of all vocational education staff in the United States. (12:129) If in vocational education a journeyman's or a master's certificate, both of which require approximately five years of supervised

TABLE XXIX

DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE
AND CLASSIFICATION OF TRADE CERTIFICATE

CLASSIFICATION OF CERTIFICATE	VOCATIONAL CENTRE								Manitoba Total	
	M.I.T.		M.V.C.		N.M.V.C.					
	f	%	f	%	f	%				
Master's	7	4.5	0	0.0	1	3.6	8	3.5		
Journeyman's	38	24.4	19	40.4	9	32.1	66	28.6		
Technician's	15	9.6	3	6.4	2	7.1	20	8.7		
Diploma	17	10.9	7	14.9	4	14.3	28	12.1		
Certificate of Attainment	14	9.0	3	6.4	2	7.1	19	8.2		
Other	2	1.3	0	0.0	0	0.0	2	0.9		
No certificate	63	40.4	15	31.9	10	35.7	88	38.1		
Totals	156	100.0	47	100.0	28	100.0	231	100.0		

TABLE XXX
DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE
AND FIELD OF TRADE CERTIFICATE

FIELD OF TRADE CERTIFICATE	VOCATIONAL CENTRE								Manitoba Total	
	M.I.T.		M.V.C.		N.M.V.C.					
	f	%	f	%	f	%	f	%		
Mechanical field	20	12.8	9	19.1	4	14.3	33	14.3		
Electrical field	20	12.8	6	12.8	3	10.7	29	12.6		
Construction field	13	8.3	9	19.2	4	14.3	26	11.1		
Commercial or Business field	18	11.5	8	17.0	1	3.6	27	11.7		
Other	22	14.1	0	0.0	6	21.4	28	12.1		
Totals	93	59.6	32	68.1	18	64.3	143	61.7		

NOTE: Percentage totals in this table are not 100.0 per cent because the figures do not include instructors who had no trade certificate.

training in a work situation, is accepted as being equivalent to a three or four year bachelor's degree, then the largest portion of the Manitoba instructors have already acquired the suggested necessary preparation. Table XXV indicated that approximately 40.0 per cent of the staff held one degree or more and Table XXIX showed that approximately 30.0 per cent of the staff held a journeyman's or master's certificate. These two groups accounted for 70.0 per cent of the staff. If a technician's certificate and a diploma are regarded as being equivalent to a bachelor's degree then an additional 10.0 per cent or a total of 80.0 per cent of the staff had the level of training proposed for United States vocational instructors by 1970.

III. THE STAFF PERCEPTIONS OF THEIR QUALIFICATIONS

This portion of Chapter IV deals briefly with the staff perceptions of the adequacy of their qualifications.

Staff Judgement of Present Qualifications

Table XXXI reveals that 62.7 per cent of the instructors judged their qualifications to be adequate for the present, and an additional 17.3 per cent judged their qualifications to be more than adequate. The remaining 20.0 per cent of the staff judged their qualifications to be less than adequate. At the Northern Manitoba Vocational Centre 35.7 per cent of the staff judged their qualifications to be less than adequate. This was a much larger percentage than the approximate 20.0 per cent of staff at each of the other

TABLE XXXI

DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE
AND EXPRESSED JUDGEMENT OF PRESENT TRAINING

JUDGEMENT OF PRESENT TRAINING	VOCATIONAL CENTRE						Manitoba Total	
	M.I.T.		M.V.C.		N.M.V.C.			
	f	%	f	%	f	%		
More than adequate	31	19.9	4	8.5	5	17.9	40	17.3
Adequate for the present	98	62.8	34	72.3	13	46.4	145	62.7
Less than adequate	26	16.7	9	19.1	8	28.6	43	18.6
Much less than adequate	1	0.6	0	0.0	2	7.1	3	1.3
Totals	156	100.0	47	100.0	28	100.0	231	100.0

institutions who indicated their qualifications to be less than adequate. Almost one-fifth of the staff at the Manitoba Institute of Technology and the Northern Manitoba Vocational Centre judged their qualifications to be more than adequate. At the Manitoba Vocational Centre less than one-tenth, or 8.5 per cent, of the staff felt their qualifications were more than adequate. Approximately 80.0 per cent of the total staff judged their qualifications to be adequate or better.

Staff Activity for Improvement of Qualifications

Table XXXII shows that 62.8 per cent of the vocational staff of Manitoba had taken a course or courses during the past year. One-half of this group, or 30.7 per cent of the total staff, had taken courses at a technical institute and 27.3 per cent of the staff had taken courses at a university. About 5.0 per cent had taken courses by correspondence, at a high school or in industry. At the Manitoba Vocational Centre 46.8 per cent of the staff had taken university courses during the past year; this was more than double the percentage shown at the other two centres. The Northern Manitoba Vocational Centre showed the lowest participation in courses during the past year, although almost 35.0 per cent (See Table XXXI) of that staff had judged themselves to be inadequately qualified.

Table XXXIII indicates that an even larger percentage of the total staff planned to take courses during the coming year. Almost 40.0 per cent of the staff desired university courses, and 28.1 per cent desired courses offered by a

TABLE XXXII

DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE
AND SOURCE OF COURSES TAKEN DURING THE PAST YEAR

SOURCE OF COURSES	VOCATIONAL CENTRE						Manitoba Total	
	M.I.T.		M.V.C.		N.M.V.C.			
	f	%	f	%	f	%	f	%
University	37	23.7	22	46.8	4	14.3	63	27.3
Technical institute	51	32.7	9	19.1	11	39.3	71	30.7
High school or by correspondence	3	1.9	3	6.4	1	3.6	7	3.0
Industry	4	2.6	0	0.0	0	0.0	4	1.7
No courses taken during past year	61	39.1	13	27.7	12	42.9	86	37.2
Totals	156	100.0	47	100.0	28	100.0	231	100.0

TABLE XXXIII

DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE AND
SOURCE OF COURSES TO BE TAKEN DURING THE COMING YEAR

SOURCE OF COURSES	VOCATIONAL CENTRE						Manitoba Total f %	
	M.I.T.		M.V.C.		N.M.V.C.			
	f	%	f	%	f	%		
University	57	36.5	29	61.7	5	17.9	91	39.4
Technical institute	43	27.6	9	19.1	13	46.4	65	28.1
At a high school or by correspondence	4	2.5	1	2.1	3	10.7	8	3.5
Industry	3	1.9	0	0.0	0	0.0	3	1.3
Totals	107	68.6	39	83.0	21	75.0	167	72.3

NOTE: Percentage totals in this table are not 100.0 per cent because the figures do not include instructors who had no plans for courses during the coming year.

technical institute. Over seventy per cent indicated a desire to enroll in courses during the coming year. At the Manitoba Institute of Technology 68.6 per cent of the staff desired courses. Eighty-three per cent of the Manitoba Vocational Centre staff planned to take courses, and 75.0 per cent of the staff at the Northern Manitoba Vocational Centre desired courses. About 35.0 per cent of the staff of the Manitoba Institute of Technology and about 20.0 per cent of the staff of the Northern Manitoba Vocational Centre desired courses offered at a university, and 61.7 per cent of the staff at the Manitoba Vocational Centre desired courses from this source.

It is evident that the majority of the vocational staff of Manitoba were actively engaged in attempting to improve their qualifications even though 80.0 per cent of them judged their qualifications to be adequate or better than required for their work. The data available from this study did not explain why the staff desired to improve their qualifications. It may be that the nature of their teaching subject matter required constant up-dating, but if this was the case why were not more instructors participating in courses offered by industry? It may also be attributed to a desire to qualify for an increased salary generally associated with higher qualifications.

The desire for participation in courses by the staff at the Northern Manitoba Vocational Centre and the need expressed by 35.7 per cent of the staff who judged their

qualifications to be inadequate, suggests that some consideration needs to be given to their situation. The staff of the other two institutions have distinctly better opportunities for participation in university courses as universities exist in each of their communities. Staff from Brandon are only about one hundred miles from the Manitoba Institute of Technology where vocational education courses are offered. However, the staff at the Northern Manitoba Vocational Centre are almost four hundred miles away from both a university and a technical institute.

Although 80.0 per cent of the instructors judged their qualifications to be adequate for the present, almost 70.0 per cent indicated a desire for improvement through courses of some nature. As these vocational institutions remain open throughout the entire year probably some of these people will not be able to enroll in courses as planned simply because staff must be present when students wish to pursue studies. However, increased instructor qualifications are likely to enhance vocational education in Manitoba. Perhaps the solution is to offer extension courses for staff. One or two evening courses per year in vocational teacher education at Brandon and The Pas could assist the present staff and perhaps encourage other members of the community to prepare themselves for teaching in the present centres or the proposed vocational high schools. The isolation from educational opportunities, which is apparently felt by the staff of the northern centre, may be reduced by offering some

university courses at The Pas through an extension program from the Brandon University or the University of Manitoba.

IV. SUMMARY

Analysis of data in this chapter has indicated that the majority of vocational instructors in Manitoba held a journeyman's certificate or a bachelor's degree acquired in the Province of Manitoba, that is, the equivalent of approximately five years of training. Three-quarters of the respondents had no experience in either elementary or secondary education, and 57.2 per cent had three years or less experience in adult education. About three-quarters of the staff held valid teaching certificates, the largest portion of which were Vocational Industrial certificates obtained through studies at the Manitoba Institute of Technology. Only 6.5 per cent of the instructors held a degree in education, but almost 40.0 per cent held a bachelor's degree in some field. Less than 10.0 per cent held a master's degree, and no staff member held a doctorate. Sixty per cent of the staff held trade certificates, the largest portion being journeyman's certificates. About 80.0 per cent of the staff expressed satisfaction with their present level of training, but 60.0 per cent had taken credit courses during the past year and 70.0 per cent planned to take courses during the coming year.

CHAPTER V

THE WORK SITUATION OF MANITOBA

VOCATIONAL INSTRUCTORS

This chapter presents the data describing the Manitoba vocational instructors' perception of their work situation. The thirteen elements of the work situation discussed in this chapter are:

1. Day Class instruction time (Table XXXIV).
2. Night Class instruction time (Table XXXV).
3. Equity of the instruction load (Table XXXVI).
4. Class Size (Tables XXXVII and XXXVIII).
5. Hours per week devoted to teaching duties (Table XXXIX).
6. Satisfaction with the teaching situation (Table XL).
7. Satisfaction with the present community (Table XLI).
8. Satisfaction with vocational education (Table XLII).
9. Primary motive for teaching in vocational education (Table XLIII).
10. Future employment plans (Table XLIV to LXVI).
11. Present gross salary (Table XLVII).
12. Preferred gross salary (Table XLVIII).
13. Most important judge of teaching ability (Table XLIX).

Each table shows the distribution of the instructors' perceptions of one element of their work situation in terms of each institution and the Province of Manitoba as a whole.

Day Class Instruction Time

The Canadian Teacher's Federation reported in 1962

that the typical Canadian public school teacher spent approximately twenty-five hours per week teaching in the classroom.

(13:24) Table XXXIV, which shows the hours of class instruction per week for Manitoba vocational instructors, indicates that approximately one-quarter or 25.8 per cent of the staff taught twenty hours or less per week, 27.3 per cent of the staff taught from twenty-one to twenty-five hours, and 20.8 per cent taught twenty-six to thirty hours per week. The remaining 25.1 per cent of the staff taught thirty-one to thirty-five hours per week.

These data indicate that about 75.0 per cent of the respondents taught more than twenty-one hours per week and almost one-half of the total staff taught more than the Canadian average of twenty-five hours per week reported for staff of public schools. The largest portion of staff, or 30.1 per cent, at the Manitoba Institute of Technology taught twenty-one to twenty-five hours per week, and the second largest portion or 26.9 per cent taught thirty-one to thirty-five hours per week. At the Manitoba Vocational Centre the largest portion or 44.7 per cent of the staff taught twenty-six to thirty hours per week, and at the Northern Manitoba Vocational Centre the largest portion or 39.3 per cent of the staff taught thirty-one to thirty-five hours per week.

It is interesting to note that the average percentage of staff who taught more than twenty-five hours per week increased as the size of the staff decreased. At the Manitoba Institute of Technology sixty-one of the 156

TABLE XXXIV

DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE
AND DAY CLASS INSTRUCTION TIME

HOURS OF INSTRUCTION PER WEEK	VOCATIONAL CENTRE						Manitoba Total	
	M.I.T.		M.V.C.		N.M.V.C.			
	f	%	f	%	f	%	f	%
	Less than 15	14	9.0	0	0.0	2	7.1	16
15 to 20 hours	34	21.8	8	17.0	4	14.3	46	19.9
21 to 25 hours	47	30.1	13	27.7	3	10.7	63	27.3
26 to 30 hours	19	12.2	21	44.7	8	28.6	48	20.8
31 to 35 hours	42	26.9	5	10.6	11	39.3	58	25.1
Totals	156	100.0	47	100.0	28	100.0	231	100.0

instructors, or about 40.0 per cent of the staff taught more than twenty-five hours per week; at the Manitoba Vocational Centre twenty-six of the forty-seven instructors or about 55.0 per cent of the staff taught more than twenty-five hours per week, and at the Northern Manitoba Vocational Centre nineteen of the twenty-eight instructors or about 70.0 per cent of the staff taught more than twenty-five hours per week.

An analysis of day class instruction time by instructional division indicated that provincially the majority of staff in the Business, Commercial, Technology, Related Subjects, and Teacher Education Divisions taught from fifteen to twenty-five hours per week. The staff of the Industrial Division had the heaviest day class load. One-half of the staff in this division taught thirty-one to thirty-five hours per week and 83.9 per cent of the staff in this division taught more than twenty-six hours per week. (See Table LIV, Appendix B)

Night Class Instruction Time

Table XXXV indicates that 69.7 per cent of the vocational staff in Manitoba did not teach night classes in addition to day classes. Only 30.3 per cent of the staff taught night classes, and the largest portion, or 23.8 per cent of these instructors taught three to four hours of these classes per week. At the Manitoba Institute of Technology 27.0 per cent of the staff taught night school. At the Manitoba Vocational Centre 51.1 per cent of the staff

TABLE XXXV
DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE
AND NIGHT CLASS INSTRUCTION TIME

HOURS OF NIGHT CLASSES PER WEEK	VOCATIONAL CENTRE								Manitoba Total	
	M.I.T.		M.V.C.		N.M.V.C.					
	f	%	f	%	f	%				
None	114	73.1	23	48.9	24	85.7	161	69.7		
2 hours	7	4.5	3	6.4	0	0.0	10	4.3		
3 to 4 hours	33	21.2	18	38.3	4	14.3	55	23.8		
5 or more	2	1.3	3	6.4	0	0.0	5	2.2		
Totals	156	100.0	47	100.0	28	100.0	231	100.0		

taught night classes. This was the largest portion of staff at any of the institutions to be engaged in night classes. The staff at the Northern Manitoba Vocational Centre indicated the lowest activity in night classes, with less than 15.0 per cent of this staff being involved.

Equity of Instruction Load

Table XXXVI indicates that provincially 52.8 per cent of the staff judged their load to be heavier than that of fellow instructors in the same division. The other 47.2 per cent judged their load to be the same or lighter. Distribution of these perceptions at the Manitoba Institute of Technology was very similar to that of the province, but at the Manitoba Vocational Centre and the Northern Manitoba Vocational Centre about 65.0 per cent of the staff felt that they carried a heavier load than other members of their division.

These results are difficult to interpret but they suggest an area for further study in all levels of education. What effect does a perceived heavier instructional load have on an individual teacher in his teaching, in his interpersonal relations with fellow staff, and in his dealings with the administration?

Class Size

Table XXXVII shows that the majority, or 70.1 per cent of the vocational instructors in Manitoba taught classes with a maximum size of twenty pupils and the other 29.9 per

TABLE XXXVI

DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE
AND JUDGEMENT OF INSTRUCTION LOAD WHEN COMPARED
TO LOAD OF DIVISION COLLEAGUES

JUDGEMENT OF LOAD WHEN COMPARED TO THE LOAD OF COLLEAGUES	VOCATIONAL CENTRE								Manitoba Total	
	M.I.T.		M.V.C.		N.M.V.C.					
	f	%	f	%	f	%	f	%		
									f	%
Much heavier	13	8.3	2	4.3	3	10.7	18	7.8		
A little heavier	60	38.5	29	61.7	15	53.6	104	45.0		
A little lighter	33	21.2	8	17.0	4	14.3	45	19.5		
Much lighter	7	4.5	0	0.0	2	7.1	9	3.9		
The same	43	27.6	8	17.0	4	14.3	55	23.8		
Totals	156	100.0	47	100.0	28	100.0	231	100.0		

TABLE XXXVII

DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE
AND AVERAGE CLASS SIZE

AVERAGE CLASS SIZE	VOCATIONAL CENTRE								Manitoba Total	
	M.I.T.		M.V.C.		N.M.V.C.					
	f	%	f	%	f	%	f	%		
1 to 10 pupils	6	3.8	5	10.6	14	50.0	25	10.8		
11 to 15 pupils	21	13.5	23	48.9	12	42.9	56	24.2		
16 to 20 pupils	66	42.3	13	27.7	2	7.1	81	35.1		
21 to 25 pupils	44	28.2	3	6.4	0	0.0	47	20.3		
26 or more	19	12.2	3	6.4	0	0.0	22	9.5		
Totals	156	100.0	47	100.0	28	100.0	231	100.0		

cent taught classes of twenty-one or more pupils. About 10.0 per cent of the staff had classes of ten pupils or less, and 9.5 per cent had classes of twenty-six pupils or more. At the Manitoba Institute of Technology the majority of classes were twenty pupils or less, and at both the Manitoba Vocational Centre and the Northern Manitoba Vocational Centre the majority of classes were fifteen pupils or less. The Northern Manitoba Vocational Centre staff indicated that 50.0 per cent of their instruction was to classes of ten pupils or less; they had no classes larger than twenty pupils.

A Dominion Bureau of Statistics survey on vocational training indicated that in 1964-65 the national vocational class size average was nineteen students. (21:56) The classes in Manitoba vocational centres appear to be very close to this average except at the Northern Manitoba Vocational Centre.

Table XXXVIII indicates that 58.0 per cent of the staff judged their classes to be an appropriate size. About 25.0 per cent judged their classes to be too large and about 15.6 per cent of the staff judged that their classes could be larger.

Table XXXVII shows that 30.0 per cent of the staff had classes larger than twenty-one pupils. This is approximately the same percentage of staff who judged their classes to be too large. The majority of Manitoba vocational staff seemed to be most satisfied when their classes were under twenty pupils.

TABLE XXXVIII
DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE
AND STAFF JUDGEMENT OF CLASS SIZE

STAFF JUDGEMENT OF CLASS SIZE	VOCATIONAL CENTRE						Manitoba Total f %	
	M.I.T.		M.V.C.		N.M.V.C.			
	f	%	f	%	f	%		
Too large	50	32.1	10	21.3	1	3.6	61	26.4
Appropriate	91	58.4	31	66.0	12	42.9	134	58.0
Could be slightly larger	13	8.3	2	4.3	6	21.4	21	9.1
Could be a third or more larger	2	1.3	4	8.5	9	32.1	15	6.5
Totals	156	100.0	47	100.0	28	100.0	231	100.0

Hours Per Week Devoted to Teaching Duties

The Canadian Teachers' Federation reported that in 1962 the median total workload of the average Canadian public school teacher was forty-eight and one-half hours per week. (13:25) Table XXXIX shows that 24.8 per cent of the vocational staff spent fifty hours or more per week, and 7.0 per cent spent less than thirty-four hours each week on teaching and related duties. About 75.0 per cent of the Manitoba vocational instructors devoted forty-nine hours or less per week to teaching duties. On the average Manitoba vocational staff apparently spent about forty-five to forty-nine hours per week on their professional duties. This was about the same as the median for public school teachers.

Although the staff at the Manitoba Institute of Technology showed a distribution very similar to that of the province, the staff at the Manitoba Vocational Centre and the Northern Manitoba Vocational Centre showed some differences. At the Northern Manitoba Vocational Centre 39.3 per cent of the staff, and at the Manitoba Vocational Centre 12.7 per cent of the staff devoted fifty or more hours per week to teaching duties. Almost one-quarter of the total provincial staff indicated that they devoted more than fifty hours to teaching duties per week. The Northern Manitoba Vocational Centre also had the largest percentage of staff, 18.0 per cent, who devoted fewer than thirty-four hours per week to professional duties.

TABLE XXXIX

DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE
AND HOURS PER WEEK DEVOTED TO TEACHING DUTIES

HOURS PER WEEK DEVOTED TO TEACHING DUTIES	VOCATIONAL CENTRE								Manitoba Total	
	M.I.T.		M.V.C.		N.M.V.C.					
	f	%	f	%	f	%	f	%		
	Less than 30 hours	4	2.6	0	0.0	1	3.6	5	2.2	
30 to 34 hours	3	1.9	4	8.5	4	14.3	11	4.8		
35 to 39 hours	22	14.1	12	25.5	2	7.1	36	15.6		
40 to 44 hours	42	26.9	17	36.2	4	14.3	63	27.3		
45 to 49 hours	45	28.8	8	17.0	6	21.4	59	25.5		
50 to 54 hours	25	16.4	5	10.6	5	17.9	35	15.2		
55 to 59 hours	10	6.4	1	2.1	3	10.7	14	6.1		
60 or more	5	3.2	0	0.0	3	10.7	8	3.5		
Totals	156	100.0	47	100.0	28	100.0	231	100.0		

Satisfaction With the Teaching Situation

Table XL shows that 58.5 per cent of the Manitoba vocational instructors were satisfied with their teaching situations, and of this group 12.6 per cent were very well satisfied with their teaching situations. Almost 40.0 per cent expressed some dissatisfaction with their situations, but only 5.2 per cent of this group were highly dissatisfied. Each of the centres showed less than 10.0 per cent variation from the provincial staff distribution. For distribution by division see Table LVI, Appendix B.

Determining the cause of the dissatisfaction expressed by 41.5 per cent of the staff was not within the scope of this study, but this finding suggests the need for a study of this area of vocational education. Perhaps a study of the reasons for turnover in staff would suggest some cause for the dissatisfaction expressed by the staff of Manitoba vocational institutions.

Satisfaction with Present Community

Table XLI indicates that 76.7 per cent of the provincial staff were satisfied with their present communities and 21.3 per cent were dissatisfied. About 2.0 per cent were undecided. Eighty-five per cent of the staff at the Manitoba Institute of Technology expressed satisfaction with their community, Winnipeg; this was the largest expression of satisfaction in a community by the staff of any of the Manitoba centres. Of the staff at the Northern Manitoba Vocational Centre, The Pas, 67.9 per cent expressed satisfaction with their community, but

TABLE XL

DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE
AND SATISFACTION WITH TEACHING SITUATION

SATISFACTION WITH TEACHING SITUATION	VOCATIONAL CENTRE						Manitoba Total	
	M.I.T.		M.V.C.		N.M.V.C.			
	f	%	f	%	f	%	f	%
	Very satisfied	24	15.4	2	4.3	3	10.7	29
Satisfied	70	44.9	24	51.1	12	42.9	106	45.9
A little dissatisfied	52	33.3	18	38.3	9	32.1	79	34.2
Highly dissatisfied	6	3.8	2	4.3	4	14.3	12	5.2
Undecided	4	2.6	1	2.1	0	0.0	5	2.2
Totals	156	100.0	47	100.0	28	100.0	231	100.0

TABLE XLI

DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE
AND SATISFACTION WITH PRESENT COMMUNITY

SATISFACTION WITH PRESENT COMMUNITY	VOCATIONAL CENTRE						Manitoba Total	
	M.I.T.		M.V.C.		N.M.V.C.			
	f	%	f	%	f	%	f	%
	Very satisfied	59	37.8	2	4.3	5	17.9	66
Satisfied	74	47.4	23	48.9	14	50.0	111	48.1
A little dissatisfied	16	10.3	15	31.9	7	25.0	38	16.5
Very dissatisfied	2	1.3	7	14.9	2	7.1	11	4.8
Undecided	5	3.2	0	0.0	0	0.0	5	2.2
Totals	156	100.0	47	100.0	28	100.0	231	100.0

only 52.2 per cent of the staff at the Manitoba Vocational Centre expressed satisfaction with Brandon as a community in which to live and work. Almost 15.0 per cent of this staff expressed much dissatisfaction with Brandon.

Although staff at the Manitoba Vocational Centre expressed the highest degree of dissatisfaction with their community, the data in Table XL indicate that they were as well satisfied with their teaching situations as was the staff at either of the other centres.

Satisfaction with Vocational Education

Table XLII shows that given a second opportunity to choose their careers 89.6 per cent of the vocational staff of Manitoba would again choose vocational education. Less than 10.0 per cent said they would not again choose a career in vocational education. The distribution of staff opinion at each institution was very similar to that in the province as a whole. These data suggest that the Manitoba centres are staffed with people who are very enthusiastic about vocational education and are likely to remain in their present careers for some time.

Primary Motive for Teaching Vocational Education

Table XLIII indicates that almost one-half, or 48.1 per cent, of the provincial instructors stated that the satisfaction they obtained from teaching adults was their primary motive for teaching in a vocational institution for adults. The working conditions (11.7 per cent) and the opportunities

TABLE XLII

DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE AND
CHOICE OF VOCATIONAL EDUCATION AGAIN AS A CAREER

CHOICE OF VOCATIONAL EDUCATION AGAIN	VOCATIONAL CENTRE						Manitoba Total f %	
	M.I.T.		M.V.C.		N.M.V.C.			
	f	%	f	%	f	%		
Definitely yes	72	46.2	21	44.7	16	57.1	109	47.2
Probably yes	68	43.6	19	40.4	11	39.3	98	42.4
Probably no	9	5.8	6	12.8	0	0.0	15	6.5
Definitely no	2	1.3	0	0.0	1	3.6	3	1.3
Undecided	5	3.2	1	2.1	0	0.0	6	2.6
Totals	156	100.0	47	100.0	28	100.0	231	100.0

TABLE XLIII

DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE AND
PRIMARY MOTIVE FOR TEACHING VOCATIONAL EDUCATION

MOTIVE FOR TEACHING VOCATIONAL EDUCATION	VOCATIONAL CENTRE						Manitoba Total	
	M.I.T.		M.V.C.		N.M.V.C.			
	f	%	f	%	f	%	f	%
	Satisfaction obtained from teaching adults	68	43.6	28	59.6	15	53.6	111
Income	8	5.1	1	2.1	1	3.6	10	4.3
Work conditions	17	10.9	5	10.6	5	17.9	27	11.7
Opportunities for improvement of one's qualifications	24	15.4	6	12.8	2	7.1	32	13.9
A combination of the above reasons	39	24.9	7	14.9	5	17.9	51	22.1
Totals	156	100.0	47	100.0	28	100.0	231	100.0

provided for improvement of one's own qualifications (13.9 per cent) together accounted for the expressions of primary motive of about one-quarter of the staff. The income from the work was reported to be the primary motive of less than one-twentieth, or 4.3 per cent, of the staff, and 22.1 per cent indicated that their motive was a combination of the suggested motives.

The individual institutions showed distributions very similar to the distribution of the overall provincial staff. The largest percentage difference in distribution of staff by centre was in the category denoting opportunities for improvement. Twenty-four or 15.4 per cent of the staff at the Manitoba Institute of Technology indicated this choice, but only 7.1 per cent or two instructors at the Northern Manitoba Vocational Centre indicated that this was a motive for teaching in vocational education. There is no reason to believe that any smaller percentage of the staff at the northern institution should consider opportunities for improvement to be a primary motive for teaching in a vocational centre. Perhaps, as suggested in Chapter IV, the staff at this institution are geographically isolated and thus do not have the same opportunities for personal improvement of their qualifications.

Future Employment Plans

Table XLIV shows that 52.8 per cent of the Manitoba staff would not accept employment in business or industry for any of the reasons suggested. Only twenty-seven instructors,

TABLE XLIV

DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE
AND THE ACCEPTABILITY OF A POSITION IN INDUSTRY

CONDITIONS FOR AN ACCEPTABLE POSITION IN BUSINESS/INDUSTRY	VOCATIONAL CENTRE						Manitoba Total	
	M.I.T.		M.V.C.		N.M.V.C.			
	f	%	f	%	f	%	f	%
	The same salary	18	11.5	9	19.1	0	0.0	27
A lower salary	2	1.3	0	0.0	0	0.0	2	0.9
A higher salary	20	12.8	11	23.4	4	14.3	35	15.2
An executive position	30	19.2	10	21.3	5	17.9	45	19.5
Not acceptable for any of the above reasons	86	55.1	17	36.2	19	67.9	122	52.8
Totals	156	100.0	47	100.0	28	100.0	231	100.0

or 11.7 per cent of the staff, felt they would accept a position in industry at a salary the same as they were receiving as instructors. One per cent indicated they would accept a position at a lower salary, and 15.2 per cent of the staff indicated they would accept a position in industry if it paid a higher salary. An additional 19.5 per cent indicated that they would accept a position in industry only if it was at an executive level. At the Manitoba Institute of Technology 55.1 per cent of the staff would not accept a position in business or industry for any of the reasons suggested. At the Northern Manitoba Vocational Centre this percentage of staff rose to 67.9 per cent, but at the Manitoba Centre only 36.2 per cent of the staff said they would not accept a position in business or industry.

Table XLV indicates that 56.7 per cent of the provincial staff probably would not teach in a vocational high school, and 43.3 per cent probably would instruct in a vocational high school if the occasion presented itself. The Manitoba Institute of Technology and the Northern Manitoba Vocational Centre staff showed distributions of opinion on this matter similar to that of the provincial staff, but at the Manitoba Vocational Centre the distribution was reversed. More than 60.0 per cent of this staff said they probably would teach in a vocational high school and less than 40.0 per cent probably would not teach in a vocational high school.

Table XLVI, however, indicates that very few of the staff intended to change their employment in the coming year.

TABLE XLV

DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE AND THE
ACCEPTABILITY OF A POSITION IN A VOCATIONAL HIGH SCHOOL

ACCEPTABILITY OF A POSITION IN A VOCATIONAL HIGH SCHOOL	VOCATIONAL CENTRE								Manitoba Total	
	M.I.T.		M.V.C.		N.M.V.C.					
	f	%	f	%	f	%	f	%		
	Definitely yes	8	5.1	6	12.8	4	14.3	18	7.8	
Probably yes	49	31.4	24	51.1	9	32.1	82	35.5		
Probably no	54	34.6	15	31.9	12	42.8	81	35.1		
Definitely no	45	28.8	2	4.3	3	10.7	50	21.6		
Totals	156	100.0	47	100.0	28	100.0	231	100.0		

TABLE XLVI
DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE
AND PLANS FOR EMPLOYMENT IN THE COMING YEAR

WILL CONTINUE AT PRESENT INSTITUTION	VOCATIONAL CENTRE								Manitoba Total	
	M.I.T.		M.V.C.		N.M.V.C.					
	f	%	f	%	f	%	f	%		
	Definitely yes	111	71.2	30	63.8	17	60.7	158	68.4	
Probably yes	36	23.1	13	27.7	6	21.4	55	23.8		
Probably no	6	3.9	2	4.3	4	14.3	12	5.2		
Definitely no	3	1.9	2	4.3	1	3.6	6	2.6		
Totals	156	100.0	47	100.0	28	100.0	231	100.0		

Less than 10.0 per cent of the staff indicated that they would probably not continue employment at their present institution during the coming year; 68.4 per cent said they would definitely continue and an additional 23.8 per cent said that they would probably continue at their present employment during the coming year.

The data presented in Tables XLIV, XLV, and XLVI indicate that the staff of Manitoba vocational centres are not likely to be very mobile. The staff of the Manitoba Vocational Centre appeared to be more open to consideration of positions in business, industry or a vocational high school, but, like the staff of the other institutions, they indicated that they would remain at their present employment at least for the coming year.

Present Gross Salary

Table XLVII shows that 60.1 per cent of the Manitoba instructors received between \$9,000 and \$11,000 gross salary per year. About one-fifth, or 19.9 per cent, received between \$6,000 and \$9,000 and another 19.0 per cent received more than \$11,000 gross salary per year. There were few differences among institutions. A larger percentage of the staff at the Manitoba Institute of Technology (23.1 per cent) than at the Manitoba Vocational Centre (10.7 per cent) or the Northern Manitoba Vocational Centre (10.7 per cent) received more than \$11,000 per year. A larger percentage of staff at the Manitoba Vocational Centre (68.1 per cent) and the Northern Manitoba Vocational Centre (67.1 per cent) than at the Manitoba Institute

TABLE XLVII

DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE
AND PRESENT GROSS SALARY

PRESENT ANNUAL GROSS SALARY	VOCATIONAL CENTRE										Manitoba Total f %	
	M.I.T.		M.V.C.		N.M.V.C.							
	f %		f %		f %		f %		f %			
	f	%	f	%	f	%	f	%	f	%		
\$6,000 to \$7,000	1	0.6	2	4.3	0	0.0	3	1.3				
\$7,000 to \$8,000	5	3.2	1	2.1	1	3.6	7	3.0				
\$8,000 to \$9,000	24	15.4	7	14.9	5	17.9	36	15.6				
\$9,000 to \$10,000	45	28.8	17	36.2	9	32.1	71	30.7				
\$10,000 to \$11,000	43	27.6	15	31.9	10	35.1	68	29.4				
\$11,000 to \$12,000	17	10.9	3	6.4	2	7.1	22	9.5				
More than \$12,000	19	12.2	2	4.3	1	3.6	22	9.5				
Totals	154	98.8	47	100.0	47	100.0	229	99.1				

of Technology (56.4 per cent) received a gross salary of \$9,000 to \$11,000 per year. Twenty per cent of the staff of each centre earned less than \$9,000 per year.

The median salary in the Business, Commercial, Industrial and Teacher Education Divisions was between \$9,000 and \$10,000 per year. In the Related Subjects and Technology Divisions the median salary was between \$10,000 and \$11,000 per year. (See Table LV, Appendix B)

Preferred Gross Salary

Table XLVIII indicates that 46.8 per cent of the Manitoba instructors felt their level of responsibility warranted an increased salary. About 7.0 per cent of this group desired \$100 to \$500 per year more, 19.0 per cent desired from \$500 to \$1,000 per year more, and 17.3 per cent desired \$1,000 to \$2,000 per year more. Only seven instructors (3.0 per cent) indicated that they felt they should be receiving a lower salary for their level of responsibility. Approximately one-half of the staff of each institution indicated that they felt their present salary was adequate for their present level of responsibility.

Most Important Judge of Teaching Ability

Table XLIX shows the distribution of staff by centre and the instructor's choice of a person(s) to judge his teaching ability. Of the total staff, 57.6 per cent indicated that they felt the students were the most important judges of the teacher's ability to teach. Fifteen per cent of the staff

TABLE XLVIII
DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE
AND PREFERRED GROSS SALARY

PREFERRED GROSS SALARY	VOCATIONAL CENTRE								Manitoba Total f %	
	M.I.T.		M.V.C.		N.M.V.C.					
	f	%	f	%	f	%	f	%		
The same as present gross salary	84	53.8	26	55.3	13	46.5	123	53.2		
Less than present gross salary	3	1.9	4	8.5	0	0.0	7	3.0		
\$100 to \$500 a year more	11	7.1	2	4.3	4	14.3	17	7.4		
\$500 to \$1000 a year more	31	19.9	7	14.9	6	21.4	44	19.0		
\$1000 to \$2000 a year more	27	17.3	8	17.0	5	17.9	40	17.3		
Totals	156	100.0	47	100.0	28	100.0	231	100.0		

TABLE XLIX

DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY CENTRE
AND MOST IMPORTANT JUDGE OF TEACHING ABILITY

MOST IMPORTANT JUDGE OF TEACHING ABILITY	VOCATIONAL CENTRE								Manitoba Total	
	M.I.T.		M.V.C.		N.M.V.C.					
	f	%	f	%	f	%	f	%	f	%
Administrator of the institution	3	1.9	1	2.1	2	7.1	6	2.6		
Department head	15	9.6	1	2.1	0	0.0	16	6.9		
Fellow teachers	8	5.1	4	8.5	0	0.0	12	5.2		
Students	86	55.1	31	66.0	16	57.1	133	57.6		
Myself	27	17.3	7	14.9	1	3.6	35	15.2		
Students and self	14	9.0	0	0.0	4	14.3	18	7.8		
Employer of students	3	1.9	3	6.4	5	17.9	11	4.8		
Totals	156	100.0	47	100.0	28	100.0	231	100.0		

indicated that they felt themselves to be the most important judge, and 7.8 per cent felt it was the students and the instructor together who were the most important judges of the instructor's ability. Fellow teachers, department heads, and senior administrators combined were selected by 14.7 per cent of the staff. Five per cent of the respondents indicated that they felt the employer of students was the most important judge of their teaching ability. This response was not on the Inventory and it is possible that a much larger percentage of staff might have chosen it had it been listed.

The staff of all institutions agreed that the students were the most important judges of their teaching ability. This finding perhaps suggests that either adult vocational instructors prefer to have the students judge their teaching ability, or they simply prefer to teach in a classroom environment closed from the interruptions of administrators and fellow staff who may be in a position to judge their teaching. Clark felt that California instructors preferred to operate in isolation from fellow teachers and the administration. (3:97) The findings indicated in Table XLIX may support his feelings. If it becomes necessary to judge an instructor's teaching ability, the data seem to suggest that the administrator or his assistants should not attempt to do this on their own. Instead, the suggestion is that the instructors would prefer some form of self-evaluation or student evaluation.

Summary

The data analyzed in this chapter indicated that the majority of vocational instructors in Manitoba taught about twenty-five hours of day classes a week and did not teach night classes. The majority of instructors devoted about forty-five hours per week to teaching and preparation for a class of under twenty students. This they believed was an appropriately sized class. The majority of instructors were satisfied with their teaching situation and their community, and given the decision they would again choose vocational education as a career. The largest portion of instructors indicated that the satisfaction obtained from the teaching of adults was their primary motive for teaching in vocational education. The majority of instructors would not accept a position in business, industry or a vocational high school in favor of their present position which they planned to retain at least for the coming year. Slightly more than one-half of the instructors were satisfied with their present gross salary of \$9,000 to \$10,000 a year, but more than a third of the staff desired an increase of \$500 or more per year. Students were viewed as the most important judges of the instructor's teaching ability by about 60.0 per cent of the staff.

CHAPTER VI

SUMMARY AND CONCLUSIONS

This final chapter of the study presents a summary of the problem, procedure and findings. The second section consists of some implications which have emerged as a result of the information obtained from the study, and the last section recommends some areas for further study.

I. SUMMARY

The Problem

The purpose of this study was to examine selected personal characteristics, qualifications and perceptions of the work situation of the vocational instructors of the Province of Manitoba. The data were analyzed in terms of the three institutions in which the instructors taught and the province as a whole; in some cases the data were examined in terms of the instructional divisions of the institutions.

The Procedure

The Inventory which appears in Appendix A was the instrument used for the collection of data. It was administered by the officials of the three provincial institutions during the month of March, 1969. A cross-tabulation computer program was used to tabulate the frequency and percentage of responses for each item by the instructional divisions, the institutions and the total staff of the province.

The Findings

The instructors' personal characteristics. The data on personal characteristics examined in this study indicated that the largest portion of the vocational instructors in Manitoba was employed in the Industrial Division. The majority of instructors were male. The majority of female instructors were employed in the Commercial Division. The largest portion of staff was under forty years of age and married. More than 90.0 per cent of the staff had resided in Manitoba prior to their present employment, and the largest portion of staff had been employed two to three years in their present institution.

The instructors' personal qualifications. The data on personal qualifications of vocational instructors indicated that the majority held a journeyman's trade certificate or a bachelor's degree, the equivalent of approximately five years of professional training. The largest portion of staff had taken the majority of their professional training in Manitoba. Three-quarters of the respondents had no experience in either elementary or secondary education, and 57.2 per cent had three years or less experience in adult education. About three-quarters of the staff held valid teaching certificates, the largest portion of which were Vocational Industrial certificates attained through studies at the Manitoba Institute of Technology. Only 6.5 per cent of the instructors held a degree in education, but almost 40.0 per cent of the staff held a bachelor's degree in some field. Sixty per cent

of the staff held trade certificates, the largest portion being journeyman's certificates. About 80.0 per cent of the staff expressed satisfaction with their present level of training, but 60.0 per cent had taken courses during the past year, and 70.0 per cent planned to enroll in courses during the coming year.

The instructors' work situations. The data on the work situation of vocational instructors indicated that the majority of staff in Manitoba vocational centres taught about twenty-five hours of day classes per week, and did not teach night classes. They still devoted about forty-five hours per week to teaching and preparation for a class of under twenty students which they believed was an appropriately sized class. The majority of instructors were satisfied with their teaching situations and their community, and given the decision they would again choose vocational education as a career. The largest portion of the instructors indicated that the satisfaction obtained from the teaching of adults was their primary motive for teaching in vocational education. The majority of instructors would not accept a position in business, industry or a vocational high school in favor of their present position which they planned to retain at least for the coming year. Slightly more than one-half of the instructors were satisfied with their present gross salary of \$9,000 to \$10,000 per year. More than one-third of the staff, however, desired an increase of \$500 or more. Students were viewed as the most important judge of the instructor's teaching ability by almost 60.0 per

cent of the total staff.

II. COMMENTS

On the basis of the data presented in this study the following comments appear to be appropriate.

1. The distribution of staff by divisions indicated that the highest concentration of technology instructors was at the Manitoba Institute of Technology. The other two centres had high concentrations of instructors in the Industrial Division. This distribution may suggest a need to develop a one-year general technology course at the two smaller centres, credits from which could be transferred to the Manitoba Institute of Technology, or to decentralize the technology course offerings as a means of equalizing educational opportunity in the province.

2. The high expression of desire for courses by the staff at the Northern Manitoba Vocational Centre and their lower rate of participation in courses, suggests a need to facilitate this staff's felt needs if they are to remain at least equally qualified with the other provincial staffs.

3. The finding that the majority of staff had been employed three years or less and had approximately only one year of training in the area of vocational education suggests a need for some form of further involvement in the theory and practice of both vocational and adult education. An in-service program, educational leave or classroom inter-visitation maybe should be explored.

4. The finding that the majority of staff were teaching courses related to industry, but that less than two per cent had enrolled in industrial courses, which would add to the knowledge of their trade area, suggests a need to encourage participation in these courses as a means of assisting staff to keep informed concerning changes in their trade fields. This finding also places strong emphasis on the role of the advisory committees appointed from the related occupations to advise the instructional staff.

5. The fact that an increasing number of staff indicated a desire for courses at a university level suggests a need to arrange for co-operation between the Manitoba Institute of Technology, Teacher Education Division and the University of Manitoba. As the number of vocational high schools in the province increases, and the vocational teaching staff increases, more instructors may desire university courses. This could result in the need for a department of vocational education at the University of Manitoba or some other university in the province.

6. Although the largest portion of staff is now employed in the Industrial Division, the finding that more than one-half of these instructors are in the classroom situation for more than thirty-one hours per week suggests a need to consider providing more instructors or assistants such as teacher aides in this division.

7. The finding that the majority of instructors prefer a class of fifteen to twenty students suggests that maintenance

of this class size may be desirable for optimal instructor satisfaction. This finding may have implications for the planners of the regional vocational high schools proposed for Manitoba.

8. The salary received by instructors in adult vocational institutions in Manitoba may have implications for local area school boards recruiting teachers for the proposed regional vocational high schools. It seems reasonable to suggest that they may experience some competition in recruitment with the provincial institutions because of the salary differential.

III. RECOMMENDATIONS FOR FURTHER STUDY

This study of vocational instructors in Manitoba was the first of its kind in the province. The following further research in this area is needed.

1. A study to determine the sources of work satisfaction and dissatisfaction and their relation to the morale of vocational staff.

2. A study of the vocational instructors relationship to industry and the employer of students. Should an instructor be re-employed in industry periodically or are there other means by which he can keep abreast of changes in his field?

3. A study of the mobility of vocational instructors to determine how many go to industry and how many go to other fields or levels of education upon leaving a vocational institution.

4. A study of the adequacy of the vocational teacher

preparation program available in Manitoba. This study revealed that even though most instructors have the formal requirements desired for their positions, the majority still desired further training.

5. A study of the quality and breadth of the occupational experience of vocational staff before their employment as instructors.

6. A study of the preferred role of the administrative and supervisory personnel employed in vocational education with particular reference to the instructor's expectations and the administrator's role as an evaluator of staff.

7. A study of the problems peculiar to vocational education and in particular the problems experienced by an instructor of vocational education classes.

Chapter II of this thesis indicated a marked lack of factual information on the characteristics of vocational teaching staff, particularly those instructors employed in Canadian institutions. This study provides some basic information on a very broad field. Hopefully more research in this field of Canadian education will be undertaken in the future.

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BIBLIOGRAPHY

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APPENDIX A

VOCATIONAL EDUCATION STAFF INVENTORY

Edmonton, Alberta
March, 1969

Fellow Educator:

I would like to solicit your assistance in gathering data for my thesis entitled "Characteristics of Vocational Instructors in Manitoba." Mr. A. J. Buhr, Director of the Manitoba Provincial Vocational Schools and your administrator have both lent support to this study, and I am now asking you to please complete the attached inventory.

This research will attempt to identify common staff characteristics as a means to providing insight into the promotion of staff-administrative relations and cooperation, staff recruitment, training and promotion, and further research studies. The data collected will be analyzed and presented in thesis form for reference by all interested educators.

Your cooperation is sincerely requested. NO NAME is required. Your response should be indicated by a simple check (✓) on the line in front of your selected response. If a suitable response is lacking, you may write directly on the instrument or leave the item unchecked. Please feel free to respond to the instrument carefully and with complete frankness.

You may be interested in some information about me. I have had five years teaching experience in Manitoba schools. Two of these years were as an instructor and department head at the Manitoba Vocational Centre, Brandon. I am presently enrolled at the University of Alberta in a program leading to a M.Ed. degree in Educational Administration. This research project in which you are being asked to participate will provide data for my thesis.

Thank you very much for your assistance.

Yours truly,

BASIC DATA

1. At which Vocational Institution do you instruct?
 1. The Manitoba Vocational Centre, Brandon
 2. The Northern Manitoba Vocational Centre
 3. The Manitoba Institute of Technology
 4. The Manitoba Institute of Applied Arts
2. In which Institutional Division do you instruct?
 1. Business Division (Sales, advertising, etc.)
 2. Commercial Studies (Steno., typing, etc.)
 3. Industrial Division
 4. Technology Division
 5. Teacher Education Division
 6. Related Subjects (Maths., Science, English, etc.)

PERSONAL DATA

3. What is your sex?
 1. Female
 2. Male
4. What is your age?
 1. 20 - 25 years inclusive
 2. 26 - 30 years inclusive
 3. 31 - 35 years inclusive
 4. 36 - 40 years inclusive
 5. 41 - 45 years inclusive
 6. 46 - 50 years inclusive
 7. 51 - 55 years inclusive
 8. 56 - 60 years inclusive
 9. 61 years or over
5. What is your marital status?
 1. Single
 2. Married
 3. Widowed
 4. Divorced
 5. Separated
6. How many children do you have?
 1. None
 2. One
 3. Two
 4. Three
 5. Four or more

7. If you had to move to your present community to assume your present position, did you move

1. ☐ Within the Province of Manitoba?
2. ☐ From a Province west of Manitoba? ☐
3. ☐ From a Province east of Manitoba? ☐
4. ☐ From the United States?
5. ☐ Other? Please specify country: ☐
6. ☐ I resided in this community before assuming this position.

8. How many years have you been employed at this institution? Count this year.

1. ☐ 1 Year
2. ☐ 2 - 3 years
3. ☐ 4 - 5 years
4. ☐ 6 - 9 years
5. ☐ 10 or more years

QUALIFICATIONS

9. What high school certificate do you hold?

1. ☐ Junior Matriculation (Grade XI, U.E. or General)
2. ☐ Senior Matriculation (Grade XII, U.E. or General)
3. ☐ Vocational Commercial (Grade XII)
4. ☐ Vocational Industrial (Grade XII)
5. ☐ Other. Please specify: ☐

10. Was your high school certificate issued

1. ☐ In Manitoba?
2. ☐ In a province west of Manitoba? ☐
3. ☐ In a province east of Manitoba? ☐
4. ☐ In the United States?
5. ☐ Elsewhere? Please specify country: ☐

11. How many total years of work experience do you have in educational institutions? Include experience as a teacher or administrator in all levels of education.

1. ☐ 1 - 3 years
2. ☐ 4 - 6 years
3. ☐ 7 - 10 years
4. ☐ 11 - 14 years
5. ☐ 15 or more years

12. How many years of educational work experience do you have at the secondary level of education? (Grades 9-12)

1. None
2. 1 - 3 years
3. 4 - 6 years
4. 7 - 10 years
5. 11 or more years

13. How many years of educational work experience do you have at the elementary level of education? (Grades 1-8)

1. None
2. 1 - 3 years
3. 4 - 6 years
4. 7 - 10 years
5. 11 or more years

14. How many years of educational work experience do you have at the adult (post-secondary) level of education? Include this year.

1. 1 year
2. 2 - 3 years
3. 4 - 5 years
4. 6 - 9 years
5. 10 or more years

15. How many total years of work experience do you have? Include this year and all years of work in industry, business and education since you have left high school.

1. 1 - 5 years
2. 5 - 10 years
3. 11 - 15 years
4. 16 - 20 years
5. 21 or more years

16. What is your total number of years of professional education beyond high school? Include apprenticeship years and vocational and academic education.

1. 1 - 2 years
2. 3 - 4 years
3. 5 - 7 years
4. 8 - 10 years
5. 11 or more years

17. Was most of your post-secondary education received
1. ☐ In Manitoba?
 2. ☐ In another Canadian province? _____
 3. ☐ In the United States?
 4. ☐ In Britain?
 5. ☐ Elsewhere? Please specify country: _____
18. Is your teaching certificate
1. ☐ Permanent?
 2. ☐ Interim?
 3. ☐ Pending?
19. What Manitoba Teaching Certificate do you hold?
1. ☐ Collegiate
 2. ☐ Industrial Arts
 3. ☐ Vocational Commercial
 4. ☐ Vocational Industrial
 5. ☐ First Class, Class I
 6. ☐ First Class, Class II
 7. ☐ First Class, Class III
 8. ☐ Special Education
 9. ☐ Other. Please specify: _____
20. Was your teacher education completed at a
1. ☐ University?
 2. ☐ Teachers' College?
 3. ☐ Technical Institute?
 4. ☐ Or is it incomplete at present?
21. If your teacher education is incomplete at the moment, are you taking your courses at a
1. ☐ University?
 2. ☐ Teachers' College?
 3. ☐ Technical Institute?
 4. ☐ I have yet to begin teacher training courses.
 5. ☐ My teacher education is completed.
22. Do you have (Choose only your highest standing)
1. ☐ A diploma in Education granted by a university?
 2. ☐ A bachelor degree in Education?
 3. ☐ A master's degree in Education?
 4. ☐ A certificate in Education granted by a technical institute?
 5. ☐ None of these?

1. The first part of the document is a letter from the President of the United States to the Congress, dated January 1, 1861. (1)

The letter is addressed to the Congress and is signed by Abraham Lincoln. It contains the following text: "I have the honor to acknowledge the receipt of your letter of the 29th inst. and in reply to inform you that the same has been forwarded to the proper authorities for their consideration." (2)

The second part of the document is a letter from the Secretary of the United States to the Congress, dated January 1, 1861. (3)

The letter is addressed to the Congress and is signed by William B. Ewell. It contains the following text: "I have the honor to acknowledge the receipt of your letter of the 29th inst. and in reply to inform you that the same has been forwarded to the proper authorities for their consideration." (4)

The third part of the document is a letter from the Secretary of the United States to the Congress, dated January 1, 1861. (5)

The letter is addressed to the Congress and is signed by William B. Ewell. It contains the following text: "I have the honor to acknowledge the receipt of your letter of the 29th inst. and in reply to inform you that the same has been forwarded to the proper authorities for their consideration." (6)

The fourth part of the document is a letter from the Secretary of the United States to the Congress, dated January 1, 1861. (7)

The letter is addressed to the Congress and is signed by William B. Ewell. It contains the following text: "I have the honor to acknowledge the receipt of your letter of the 29th inst. and in reply to inform you that the same has been forwarded to the proper authorities for their consideration." (8)

The fifth part of the document is a letter from the Secretary of the United States to the Congress, dated January 1, 1861. (9)

The letter is addressed to the Congress and is signed by William B. Ewell. It contains the following text: "I have the honor to acknowledge the receipt of your letter of the 29th inst. and in reply to inform you that the same has been forwarded to the proper authorities for their consideration." (10)

The sixth part of the document is a letter from the Secretary of the United States to the Congress, dated January 1, 1861. (11)

The letter is addressed to the Congress and is signed by William B. Ewell. It contains the following text: "I have the honor to acknowledge the receipt of your letter of the 29th inst. and in reply to inform you that the same has been forwarded to the proper authorities for their consideration." (12)

23. If you hold any of 1,2,3, or 4 in item 22, is it in
1. ☐ Elementary Education?
 2. ☐ Secondary Education?
 3. ☐ Vocational Education?
 4. ☐ Adult Education?
 5. ☐ Special Education?
 6. ☐ Other? Please specify: _____
 7. ☐ I do not hold any of 1,2,3, or 4 in item 22.
24. If you hold any of 1,2,3, or 4 in item 22, was it received
1. ☐ In Manitoba?
 2. ☐ In a province west of Manitoba? _____
 3. ☐ In a province east of Manitoba? _____
 4. ☐ In the United States?
 5. ☐ Elsewhere? Please specify country: _____
 6. ☐ I do not hold any of 1,2,3, or 4 in item 22.
25. How many degrees do you hold?
1. ☐ One
 2. ☐ Two
 3. ☐ Three or more
 4. ☐ None (Less than five courses toward a degree)
 5. ☐ Partial credit (Five or more courses)
26. Do you hold a Bachelor degree in a field other than Education?
1. ☐ Yes, one
 2. ☐ Yes, two
 3. ☐ Yes, three
 4. ☐ Partial credit (Five or more courses)
 5. ☐ No
27. Do you hold a Master's degree in a field other than Education?
1. ☐ Yes, one
 2. ☐ Yes, two
 3. ☐ Partial credit (Five or more courses)
 4. ☐ No
28. Do you hold a Doctorate in any field?
1. ☐ Yes, in (specify field) _____
 2. ☐ No
 3. ☐ Partial credit toward a Doctorate
29. How many trade certificates do you hold?
1. ☐ One
 2. ☐ Two
 3. ☐ Three or more
 4. ☐ None

30. Is your trade certificate (indicate only the certificate considered most valuable in your present position).

1. ☐ A Master's certificate?
2. ☐ A Journeyman's certificate?
3. ☐ A Technician's certificate?
4. ☐ A Diploma?
5. ☐ A Certificate of Attainment?
6. ☐ Other? Please specify: _____
7. ☐ I hold no trade certificate.

31. To which of the following fields does your trade certificate apply? (Indicate only the certificate considered most valuable in your present position.)

1. ☐ Mechanical field
2. ☐ Electrical field
3. ☐ Construction field
4. ☐ Commercial or Business field
5. ☐ Other. Please specify: _____
6. ☐ I hold no trade certificate.

32. How many years did you work in industry and/or education after receiving your first degree prior to employment in your present institution?

1. ☐ 1 year
2. ☐ 2 - 4 years
3. ☐ 5 - 9 years
4. ☐ 10 or more years
5. ☐ Less than one year
6. ☐ I hold no degree.

33. How many years did you work in industry and/or education after receiving your first trade certificate or technical diploma prior to employment in your present institution?

1. ☐ 1 year
2. ☐ 2 - 4 years
3. ☐ 5 - 9 years
4. ☐ 10 or more years
5. ☐ Less than one year
6. ☐ I hold no trade certificate or diploma.

34. Were you ever a foreman or supervisor of workers in an area related to your professional vocational or academic education?

1. ☐ No
2. ☐ Yes, 1 - 2 years
3. ☐ Yes, 3 - 5 years
4. ☐ Yes, 6 - 10 years
5. ☐ Yes, 11 or more years

35. Have you ever owned your own business in a field related to your professional vocational or academic education?
1. ☐ Yes
2. ☐ No
36. In the past year have you taken, or are you presently taking credit courses to improve your qualifications?
1. ☐ No
2. ☐ Yes, at a university
3. ☐ Yes, at a technical institute
4. ☐ Yes, by correspondence
5. ☐ Yes, at a high school
6. ☐ Yes, in industry
37. Do you plan to take a credit course or courses within the next twelve months to improve your qualifications?
1. ☐ No
2. ☐ Yes, at a university
3. ☐ Yes, at a technical institute
4. ☐ Yes, by correspondence
5. ☐ Yes, at a high school
6. ☐ Yes, in industry
38. How do you feel about your present level of training and its value to you as an instructor in your present field?
1. ☐ My training is more than adequate
2. ☐ My training is adequate for the present
3. ☐ My training is less than adequate
4. ☐ My training is much less than adequate

WORK SITUATION

39. How many hours per week are you in a classroom and/or shop situation? (Day classes only)
1. ☐ Less than 15 hours
2. ☐ 15 - 20 hours
3. ☐ 21 - 25 hours
4. ☐ 26 - 30 hours
5. ☐ 31 - 35 hours

40. Are you presently teaching night classes, or have you taught night classes within the past six months?

1. ☐ No
2. ☐ Yes, two hours a week
3. ☐ Yes, three to four hours a week
4. ☐ Yes, five or more hours a week

41. Which of the following best describes your situation?

1. ☐ My instructing load is much heavier than other members of my division
2. ☐ My instructing load is a little heavier than other members of my division
3. ☐ My instructing load is a little lighter than other members of my division
4. ☐ My instructing load is much lighter than other members of my division

42. What is the average size of your classes?

1. ☐ 1 - 10 students
2. ☐ 11 - 15 students
3. ☐ 16 - 20 students
4. ☐ 21 - 25 students
5. ☐ 26 or more students

43. In terms of effective instruction which of the following responses best describes your class size situation?

1. ☐ My classes are too large
2. ☐ My classes are an appropriate size
3. ☐ My classes could be slightly larger
4. ☐ My classes could be a third or more larger

44. What is the average number of clock hours per week that you devote to your teaching job? Include all time spent in activities which are required or expected of you, whether you do the work at home, at school, or elsewhere.

1. ☐ Under 30 hours
2. ☐ 30 - 34 hours
3. ☐ 35 - 39 hours
4. ☐ 40 - 44 hours
5. ☐ 45 - 49 hours
6. ☐ 50 - 54 hours
7. ☐ 55 - 59 hours
8. ☐ 60 - 64 hours
9. ☐ 65 or more hours

45. How do you feel about all aspects of your teaching situation in this institution?
1. ☐ Very satisfied
 2. ☐ Satisfied
 3. ☐ A little dissatisfied
 4. ☐ Very dissatisfied
46. How do you feel about the community in which you now reside?
1. ☐ Very satisfied
 2. ☐ Satisfied
 3. ☐ A little dissatisfied
 4. ☐ Very dissatisfied
47. If you could turn back the clock, knowing what you do now would you choose vocational teaching of adults again?
1. ☐ Definitely yes
 2. ☐ Probably yes
 3. ☐ Probably no
 4. ☐ Definitely no
48. Do you plan to continue as an instructor in your present institution for the coming academic year?
1. ☐ Definitely yes
 2. ☐ Probably yes
 3. ☐ Probably no
 4. ☐ Definitely no
49. If offered, would you accept a position in business or industry
1. ☐ If the salary was the same as you presently receive?
 2. ☐ If the salary was lower?
 3. ☐ Only if the salary was higher?
 4. ☐ Only if the position was at an executive level?
 5. ☐ Not for any of these reasons.
50. Would you accept a teaching position in a vocational high school?
1. ☐ Definitely yes
 2. ☐ Probably yes
 3. ☐ Probably no
 4. ☐ Definitely no

51. What is your present GROSS SALARY?

1. _____ \$6,000 - \$6,999 per annum
2. _____ \$7,000 - \$7,999 per annum
3. _____ \$8,000 - \$8,999 per annum
4. _____ \$9,000 - \$9,999 per annum
5. _____ \$10,000 - \$10,999 per annum
6. _____ \$11,000 - \$11,999 per annum
7. _____ \$12,000 - \$12,999 per annum
8. _____ Less than \$6,000 per annum
9. _____ More than \$13,000 per annum

52. How much salary do you feel you should be receiving for your present level of responsibility?

1. _____ About the same as my present salary
2. _____ Less than my present salary
3. _____ Between \$100 - \$500 per annum more
4. _____ Between \$500 - \$1000 per annum more
5. _____ Between \$1000 - \$2000 per annum more

53. What do you consider to be your primary motive for teaching in an adult-vocational training institution?

1. _____ The satisfaction obtained from teaching adults.
2. _____ The income from the work.
3. _____ The working conditions and security of the position.
4. _____ The opportunities provided for improvement of one's own qualifications.
5. _____ Some other reason. Please specify: _____

54. Of the following, whom do you consider to be the most important judge of your teaching?

1. _____ The administrator of the institution
2. _____ The department head
3. _____ Fellow teachers
4. _____ The students
5. _____ Myself

When you have completed all of the items to your satisfaction, please seal this inventory in the envelope provided and return it to the staff member who is responsible for this matter.

Please feel free to make comments on this study on the back page of the inventory.

My thanks for your cooperation in this project.

APPENDIX B

TABLE L
DISTRIBUTION OF MANITOBA VOCATIONAL STAFF
BY INSTRUCTIONAL DIVISION AND SEX

INSTRUCTIONAL DIVISION	SEX				Division Totals	
	Female		Male			
	f	%	f	%	f	%
Business	4	1.7	15	6.5	19	8.2
Commercial	25	10.8	6	2.6	31	13.4
Industrial	10	4.3	83	35.9	93	40.3
Technology	8	3.5	39	16.9	47	20.3
Related Subjects	3	1.3	32	13.9	35	15.2
Teacher Education	3	1.3	3	1.3	6	2.6
Manitoba Totals	53	22.9	178	77.1	231	100.0

TABLE LI

DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY INSTRUCTIONAL
DIVISION AND HIGHEST QUALIFICATIONS IN EDUCATION

INSTRUCTIONAL DIVISION	STANDING IN EDUCATION												Division Totals	
	Diploma		B.Ed.		M.Ed.		Certificate		None					
	f	%	f	%	f	%	f	%	f	%				
											f	%		
Business	4	1.7	0	0.0	0	0.0	3	1.3	12	5.2	19	8.2		
Commercial	1	0.4	0	0.0	0	0.0	17	7.3	13	5.6	31	13.4		
Industrial	5	2.2	1	0.4	0	0.0	60	26.0	27	11.7	93	40.3		
Technology	0	0.0	3	1.3	0	0.0	20	8.7	24	10.4	47	20.3		
Related Subjects	9	3.9	6	2.6	2	0.9	7	3.0	11	4.8	35	15.2		
Teacher Education	1	0.4	3	1.3	0	0.0	1	0.4	1	0.4	6	2.6		
Totals	20	8.7	13	5.6	2	0.9	108	46.7	88	38.1	231	100.0		

TABLE LII

DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY INSTRUCTIONAL
DIVISION AND NUMBER OF DEGREES HELD

INSTRUCTIONAL DIVISION	NUMBER OF DEGREES										Division Total	
	One		Two		Three/more		None		Partial			
	f	%	f	%	f	%	f	%	f	%	f	%
Business	8	3.5	4	1.7	1	0.4	4	1.7	2	0.9	19	8.2
Commercial	5	2.2	0	0.0	0	0.0	25	10.8	1	0.4	31	13.4
Industrial	10	4.3	0	0.0	0	0.0	69	29.9	14	6.1	93	40.3
Technology	22	9.5	11	4.8	1	0.4	9	3.9	4	1.7	47	20.3
Related Subjects	15	6.5	10	4.3	1	0.4	7	3.0	2	0.9	35	15.2
Teacher Education	4	2.6	0	0.0	0	0.0	2	1.3	0	0.0	6	3.8
Totals	64	27.7	25	10.8	3	1.3	116	50.2	23	10.0	231	100.0

TABLE LIV

DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY INSTRUCTIONAL
DIVISION AND DAY CLASS INSTRUCTION TIME

INSTRUCTIONAL DIVISION	HOURS PER WEEK										Division Totals	
	15 or less		15-20 hrs		21-25 hrs		26-30 hrs		31-35 hrs			
	f	%	f	%	f	%	f	%	f	%	f	%
Business	1	0.4	7	3.0	6	2.6	3	1.3	2	0.9	19	8.2
Commercial	0	0.0	2	0.9	18	7.8	6	2.6	5	2.2	31	13.4
Industrial	4	1.7	5	2.2	6	2.6	32	13.4	46	19.9	93	40.3
Technology	7	3.0	17	7.4	21	9.1	1	0.4	1	0.4	47	20.3
Related Subjects	4	1.7	13	5.6	9	3.9	5	2.2	4	1.7	35	15.2
Teacher Education	0	0.0	2	0.9	3	1.3	1	0.4	0	0.0	6	2.6
Totals	16	6.9	46	19.9	63	27.3	48	20.4	58	25.1	231	100.0

TABLE LV

DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY INSTRUCTIONAL
DIVISION AND ANNUAL GROSS SALARY

INSTRUCTIONAL DIVISION	GROSS SALARY IN THOUSANDS OF DOLLARS										Division Total f %	
	Under \$8		\$8 - \$9		\$9 - \$10		\$10 - \$11		\$11 & Over			
	f	%	f	%	f	%	f	%	f	%		
Business	1	0.4	2	0.9	9	3.9	1	0.4	6	2.6	19	8.2
Commercial	2	0.9	10	4.3	8	3.5	9	3.9	2	0.9	31	13.4
Industrial	7	3.0	18	7.8	31	13.4	32	13.9	5	2.2	93	40.3
Technology	0	0.0	1	0.4	9	3.9	16	6.9	20	8.7	46	19.9
Related Subjects	0	0.0	4	1.7	11	4.8	10	4.3	9	3.9	34	14.8
Teacher Education	0	0.0	1	0.4	3	1.3	0	0.0	2	0.9	6	2.6
Totals	10	4.3	36	15.6	71	30.7	68	29.4	44	19.0	229	99.1

TABLE LVI

DISTRIBUTION OF MANITOBA VOCATIONAL STAFF BY INSTRUCTIONAL DIVISION AND
SATISFACTION WITH TEACHING SITUATION

INSTRUCTIONAL DIVISION	SATISFACTION WITH TEACHING SITUATION								Division Total	
	Very Satisfied		Satisfied		A Little Dissatisfied		Very Dissatisfied			
	f	%	f	%	f	%	f	%		
	f	%	f	%	f	%	f	%		
Business	4	1.7	11	4.8	2	0.9	1	0.4	18	7.8
Commercial	2	0.9	11	4.8	11	4.8	6	2.6	30	13.0
Industrial	7	3.0	43	18.6	37	16.0	4	1.7	91	39.4
Technology	8	3.5	26	11.3	12	5.2	0	0.0	46	19.9
Related Subjects	6	2.6	13	5.6	15	6.5	1	0.4	35	15.2
Teacher Education	2	0.9	2	0.9	2	0.9	0	0.0	6	2.6
Totals	29	12.6	106	45.9	79	34.2	12	5.2	226	98.0

98.0

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